From the President
Patricia O’Connor
The Sage Colleges,
Troy, New York

Small but Mighty

It is probably the typical refrain but here it is: it’s hard to believe that my year as SCRA president is almost over — and will be over by the time you read this! During this year, we have solidified the relationship with our management firm, who provides us with a better, more efficient, and effective system to maintain our membership list (among other things). This has resulted in what may appear as a reduction in our membership, but actually is a more accurate list of those who have paid their appropriate dues and wish to be engaged with SCRA. The only conclusion is that we are small — but mighty! We are strong, engaged, and influential!

As a measure of our strength, we have many members very involved in our various councils, committees, and interest groups — in fact, if you are not, you might want to reconsider and join with others who share your interests. There is a list of committees and interest groups inside this newsletter, with columns by most. Our 2011 Biennial (in June) — hopefully you were able to be there — will be an excellent opportunity for engagement. But if you missed that opportunity, you can still meet up with active SCRA members at APA (in D.C. this year) and at the various regional meetings. Of course, the SCRA Executive Committee, which I described in my last column, is very active, with monthly conference calls, a mid-winter meeting, and meetings at the Biennial and APA. Our strength, what makes us mighty, is in that engagement.

In my first column, I noted the three critical factors: membership, visibility within APA, and organizational structure. We have made some progress in clarifying membership though much remains to be done to increase our numbers. We have participated with and increased our visibility in APA through representatives on APA committees and task forces, through a workshop on advocacy for the EC in conjunction with our mid-winter meeting, and continue to make our presence known through our effective (though single) representative on the APA Council of Representatives. Finally, addressing the third critical factor, we are (slowly) moving forward with enhancing and strengthening our organizational structure.

By the time you read this, I expect that the EC will have voted to put an executive director in place; at least in function, if not in exact title. That person will likely have responsibilities that include membership recruitment and maintenance. I am hopeful that we can also give serious consideration to modifying our presidential role to have presidents who serve two-year terms. The complexity of our organization, in my opinion, seems to demand a more stable organizational leadership structure. Appropriately, there has been much discussion as we have moved closer to the executive director position and much discussion will precede any modifications in the length or scope of the presidency. One challenge both for the person taking on the presidency and for the organization is the issue of transition with a one-year term (the full term is three years: one as president-elect, one as president, and one as past-president). Although there is clear communication between the past-, current, and —elect presidents, there is expected transitional issues that would be minimized through both the addition of an executive director and the expansion of the presidential term by one year.
Our “mighty” status also emerges from the linkages our members have with other organizations and divisions. Most of us are involved in SCRA because of our fundamental focus and emphasis on community, context, systems, and so on. And most of us are likely involved in other organizations because of our particular research and/or practice focus – for me it is the American Evaluation Association. Wherever, we bring our community perspectives, principles, and theories to those contexts and spread our influence well beyond SCRA.

Thus, I conclude this final presidential column with a call that we consider ourselves small but mighty! As community psychologists, and involved members of SCRA, we are living and acting on our principles. Community psychology is more than a discipline – it is a way of life and it is certainly my passion! 😊

A Brief Introduction

After receiving my Ph.D. at Indiana University (trained in a clinical program with a core community faculty member, Ken Heller), I spent a year in Kansas City on a clinical internship with a significant community emphasis, and then joined the faculty at UNC Charlotte, where I’ve been for 31 years. Shortly after I arrived at UNCC, our department began a Master’s program in Clinical/Community Psychology, and in 2007, we began a new Ph.D. program in Community Psychology. I spend much of my time involved in community-based participatory/evaluative research. All of the faculty and students in our program are actively engaged with community groups, partnering with them to use applied research to address community needs. In recent years, we have implemented several externally-funded projects that evaluate and improve children’s mental health programs and family support initiatives.

Until the past few years, I’ve had little formal involvement with SCRA, although I’ve been a member since I was a graduate student. I joined the Practice Group (now the Practice Council) several years ago, and last year became a member of the Council of Education Programs. I represented SCRA at the 2009 APA Presidential Summit on the Future of Psychology Practice, and since becoming president-elect last year, I’ve served on the Executive Council and the Publications Committee, and I’ve facilitated the Policy Task Force (which just “transferred” its tasks to the Policy Committee). It’s been a busy year, and I’m still learning how we, as a Society, function.

My Goals for the Coming Year.

1. **Value:** I want our members to see their membership in SCRA as valuable to them, to help them be better community psychologists and to support the work they do. One important part of this is to enable you to link with
others who share core values, ideas and ideals. Let’s find better ways for SCRA to help members grow and develop and change the world! If we are successful at this, I’m sure our membership and influence will grow.

2. Visibility: We need to help the world know about community psychology, the work we do, why training in community psychology is useful, and why employers would want to hire us. We cannot afford to continue being a “stealth” discipline, and we need to help students learn about our graduate training in community psychology. Too many students stumble upon community psychology, and we’re likely missing many who never find us. Let’s set some specific goals for increasing the number of students applying to our programs, and increasing the job opportunities for our graduates.

3. Productivity: We need to help SCRA, as an organization, become more productive. We are a voluntary organization, and presidents serve single-year terms. Some of our councils, committees and interest groups do amazing things with volunteer labor. The Practice Council (CPPC) and the Council of Education Programs (CEP) do marvelous work. Yet, all of the work of SCRA is slowed because SCRA as a whole is nobody’s primary responsibility. We are working to develop a staffing plan to help support our mission, and help our councils, committees and interest groups become more effective. Staff can help, but we need to do better at setting strategic goals, communicating them clearly, and following up to make sure we get the job done.

4. Connectivity: We need to improve our communication and coordination within the Society, so that we better develop and use our resources. A key piece of this will be to increase our openness and transparency, and use our web site more effectively. One good example of collaboration is the joint effort by the CEP and the CPPC to help graduate programs improve their training in community psychology practice. Let’s initiate and foster other collaborative efforts. For example, we might imagine the school and children’s interest groups working together with the policy committee to develop a white paper on addressing the impact of budget cuts in early childhood education. Additional connections to other organizations could also be helpful. For example, we might identify common interests among the environment and justice interest group and the environmental division of APA, increasing their impact. We need to forge better relationships with other APA divisions, such as SPSSI, environmental, women’s and international, to help us accomplish our joint goals.

Although I see multiple areas where we could improve, already many steps are underway to enhance our value, visibility, productivity, and connectivity. Certainly
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LATIN AMERICA
Vacant

INTEREST GROUPS

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

CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families Interest Group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.
Chair: Richard N. Roberts (434) 797-3346

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

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

DISABLES
The Disabilities Interest Group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action, and influences community psychologists’ involvement in policy and practices that enhance self determination, personal choice, and full inclusion in the community for people with disabilities.
Chair: Tina Taylor-Ritzler (312) 413-4149
tritzler@uiuc.edu

ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is a community of scholars interested in research/service/policy related to environmental justice, particularly related to global climate change and ecological analysis, prevention, sense of place, and in importing organization studies concepts, methods, models, and theories into community psychology.
Chair: Neil Boyd (717) 512-3870
Boyd@lycoming.edu

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

RURAL
The Rural Interest Group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Chair: Cecile Lardon, (909) 474-5781
clardon@uaf.edu

SCHOOL INTERVENTION
The School Intervention Interest Group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.
Co-chairs: Paul Flaspohler, flaspopd@muohio.edu; Melissa Maras, marasme@missouri.edu

SELF-HELP/ MUTUAL SUPPORT
The Self-Help/Mutual Support Interest Group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.
Chair: Louis Brown, ldb12@psu.edu

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

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

THE SOCIETY FOR COMMUNITY RESEARCH & ACTION
paid staff could help, but we will continue to be primarily a voluntary organization, relying on the good work and mutual support of all of us. YOU can help make a difference in YOUR Society, and so I’m asking you to commit to help.

**How Can You Help?**

There are some simple things that everyone can do. Please commit to doing two or three of the tasks indicated in the bullets below:

1. **Tell us (via direct emails or the listserv) how SCRA can better serve you and your work.** Let us know how your Society can better link you with others and provide support for advancing your work and the discipline. At the same time, if there’s something you would like to see, then join in the efforts to help make it happen.

2. **Consciously help your colleagues, friends, associates, business partners, students and others see you as a community psychologist, and your work as community psychology.** Explicitly identify yourself as a community psychologist, make sure classes you teach help students learn about community psychology (even if it’s a course in developmental). So many students “stumble” onto community psychology – we need to make concerted efforts to help them see us and our exciting discipline.

3. **Join a council, committee or interest group.** If you’re a member of one, but not active, then become active. If the group is not doing anything you find useful and/or rewarding, then take steps to make it useful, or find another one that better suits your interests. A stronger, more active Society benefits all of us. As we work to support the different subgroups, we’ll need your active involvement.

4. **Go to the SCRA web site, and make sure the information about you is accurate.** [http://www.scra27.org/](http://www.scra27.org/). Fill out a profile to help others know about you and what you do (you can find the form on the web site). This will help us increase the connections among members. If you’re a member of another organization that addresses issues of relevance to SCRA, then let’s see if we can make a connection and build upon one another’s strengths.

I’m really excited about where SCRA is and what it can become. Let’s work together to make it a more visible, effective organization that makes a difference.

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**From the Editor**  
*Maria B. J. Chun, University of Hawai‘i at Manoa*

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**Mahalo nui loa**

means thank you very much in Hawaiian. I would like to take the time to express my thanks to SCRA – its leadership and members. I recently successfully completed the tenure and promotion process at the University of Hawai‘i at Manoa. My experience was probably a little more “dramatic” (and traumatic) than most because of my faculty classification. I am a “Specialist.” At minimum, a specialist faculty must have a master’s degree, although a doctoral degree is required at the higher ranks. Specialists have expertise in a given area and are expected to participate in scholarly activities like other faculty – teaching, research, and service – but not necessarily all three and not always in the traditional manner. For example, teaching could mean curriculum development, as opposed to actual instruction, although many specialists, including myself, actually teach. In other words, a Specialist could be comparable to a community psychologist. They are both highly trained individuals with a number of valuable skills, but those skills are sometimes not used in an obviously “academic” manner. This can be a bone of contention for some who feel that the only true faculty position is instructional (i.e. professor). Therefore, making a case for tenure and promotion can be daunting. In my case, what made it harder was my being away from academia since graduating in 1996. Essentially, I had to relearn and reframe my thinking after being out in the “real world” in practice for 10 years.

I truly believe that my success was due in large part to SCRA and the many community psychologists who were more than willing to serve as ad hoc mentors to me during the process. One person in particular, Gloria Levin, can be considered a “Fairy Godmother” – hopefully, she doesn’t mind me using the term. Although a wonderful program, I had never officially signed up for Gloria’s mentoring program. I had met her very briefly at the 2009 Biennial and have interacted with her with regard to her excellent TCP column. Although I consider my Department Chair as my mentor, he is a surgical oncologist, so he suggested that I reach out to my fellow community psychologists. All I needed to do was send one e-mail to Gloria asking her for guidance and the next thing I knew she became a mentor to me. As the year-long process grinded along with its many lows and some highs, Gloria was there to check in on me to make sure I was maintaining my sanity.

In addition to Gloria, other SCRA leaders and members provided support through unsolicited letters and by sending a kind e-mail to make sure my application and I were both still alive. As with Gloria, I met many of these
I was convinced that there was a need to restructure the way students learn in varied levels of education, particularly the university settings. From their first year, students are encouraged to engage in practical activities within and outside the school setting for the purpose of enhancing their skills and preparing to become active agents of reform for our country.

As a United States (U.S.) trained clinical-community psychologist now working in an academic setting in Nigeria, I have been fortunate to participate in helping to start a new private university and implementing important educational reforms. I present challenges in this type of structural work such as being bicultural in navigating through Western educational systems as well as those of a developing country. As a clinical-community psychologist, I have tried to promote community principles of diversity, social justice, collaboration and empowerment, as well as contribute to the reformation of Nigeria.

For the past two years, I have worked at Godfrey Okoye University (GO University), a new university that began in 2009 with a goal of ensuring optimal education of its students. This type of education will ensure that the university’s graduates will evidence adequate skills, have the capacity to compete globally, and contribute to the advancement of society. Learning at this university transcends earning passing grades to skills acquisition, religious, epistemic and cultural dialogue. Because of GO University’s philosophy of raising graduates who will become agents of social change, the university requires the students to practice what they are learning in the classroom to solve problems in our society. From their first year, students are encouraged to engage in practical activities within and outside the school setting for the purpose of enhancing their skills and preparing to become active agents of reform for our country.

Oforchukwu and Njoku (2002) in their work asked whether the education system in Nigeria can be transformed to meet the needs of our people. GO University strives to educate its students to become agents of social change. The university is just entering its second year, and it has already produced students who are writing and publishing books that are relevant to our society, generating biogas from waste products, installing solar panels to generate eco-friendly energy, propagating and harvesting snails, using modern accounting tools, engaging in community activities and displaying a variety of cultural dance and arts. In this paper, I will give details about my involvement in the development of this university.

After the completion of my doctoral education at DePaul University in the U.S. (Njoku, Jason & Torres-Harding, 2007), I returned to Nigeria hoping to devote my time and skills to the development of a clinical practice and engage in academic activity on a part-time basis. Within a few months of returning to Nigeria, I realized the need for educational reform. I encountered several applicants and workers in my clinic and at the school where I was engaged in part-time teaching who were unable to practice the skills and competencies of their jobs. In addition, frequently in my conversation with employers, I learned that graduates of some of our advanced educational settings are “unemployable,” as they had not learned to master basic writing and other key skills. In addition, the media and Association of Vice Chancellors of Nigerian Universities (AVCNU) identified the problem of graduating unemployable people as a key issue that must be addressed by all educational settings (AVCNU, 2010).

I was convinced that there was a need to restructure the way students learn in varied levels of education, particularly the university settings. I recall the position of Weinstein (2002) who called community psychologists to action for overcoming inequality in schooling. I acknowledge that schools are critical socializing forces in society and a place where a diverse population of students converge and thus present an opportunity for contributing to social change in the society. The desire to be present to the “table of school reform” inspired me to become involved in the creation of GO University.

My community psychology training equipped me with the tools to help me understand that change can
come from varied levels. Moreover, learning that many community psychologists participate in the life of the communities in which they live, understand their needs and proffer solutions for the identified problems of the communities motivated me to move from my full-time clinical practice to full-time academic life. This is not to say that Nigeria does not have a need for mental health services. The founder of GO University, Rev. Fr. Professor Christian C. Anieke requested my assistance with the early foundation of the university, and he expressed that the goal of establishing the university is to graduate students who will make a positive impact in Nigeria and the world.

In 2008, while I was still working at DePaul University in Chicago, and preparing to return to Nigeria to establish a clinical psychology practice, my religious superior informed me that the Diocese of Enugu was starting a new university. She mentioned that my assistance may be needed. When I eventually returned to Nigeria, I started giving part-time service to the existing institution in the proposed temporary site of GO University. One day, without any warning, the founder of the university asked me to become fully engaged with the proposed university. I was torn between my desire to combine clinical practice with part-time teaching and full-time involvement with this proposed university.

Reflecting on the social change tenet of community psychology (Duffy & Wong, 1996), and asking the question, “What can I do to help?” I decided to become more involved in GO University. I was then offered the position of Director of Academic Planning. The job involved overseeing the academic development of the university in order to ensure compliance with National Universities Commission’s Minimum Academic Standards (MAS) and with the university Senate’s academic requirements, and monitoring the planning and implementation of the curriculum of all courses offered at the university.

My community psychology training in program development and evaluation is helping me in this position, which involves the ongoing annual performance evaluation of the academic programs, students, and staff. I am also involved in advising the university management on all academic matters and in negotiating and building linkages with universities in Nigeria, America, Asia, Europe and other parts of Africa. The university is establishing these relationships to ensure that its students and staff will have the opportunity to share educational, research and cultural ideas with students and staff of foreign universities.

We remain committed to collaboration that will allow our students and staff to experience learning at universities in the western world...

and also espouse the socialization that will lead its students and staff to appreciate and respect cultural diversity. These types of collaborations will enable the university students to develop the essential skills for becoming global competitors and socially responsible members of society. GO University is in the final process of formalizing collaborative agreements with identified universities and is open to establishing more linkages with other universities. Our students will be exposed to other cultures and ways of learning through these partnerships with colleagues from Western universities.

A major challenge I have had at this university is spreading the word to prospective Nigerian students about the opening of this new university. Since GO University is newly established, it was not included in the 2009-2010 Unified Tertiary Matriculation Examination (UTME) brochure, which lists all the universities and institutions available to candidates for post-secondary education. Even when it was listed in 2010-2011 brochure, it did not guarantee that prospective candidates would apply to this university because it was not yet well known to the public. Remembering that grassroots advertisement may be one solution, I embarked on a tour of churches within Enugu, Anambra and Imo State, the closest states to our university location. I distributed announcements at each location, but this only resulted in a few applications. I then reflected on the immediate beneficiaries of university education, high school students, and I began to make presentations about our university to these settings. It was then that I realized how important it was to reach out to those who are actually in need of the services (Florin & Wandersman, 1990). Following presentations to the high school students, we started receiving more inquiries and applications to our university.

A second challenge was getting other universities outside of Nigeria to agree to exchange students, staff and resources. Initially, I found that this collaboration was not being embraced by a number of universities, and I realized that they may be afraid of committing to Nigeria, a nation that the western media has continued to portray as a den of kidnappers and criminals. This fear of Nigeria can be attributed to lack of understanding of the breadth and width of the nation and the culture of hospitality that supersedes the menace of criminal activities. In fact, only a few people engage in kidnapping, so the fear of collaboration with Nigerian universities stems from cultural bias and misinformation.

In one of my communications with
a potential collaborator, I was told that his/her university would be happy to receive our students and lecturers, but he/she would not encourage his/her students and staff to travel to Nigeria. Lack of understanding and misconceived notions that are now stereotypes could have potentially contributed to the reasons some universities in Europe and the United States were reluctant to collaborate with us. We remain committed to collaboration that will allow our students and staff to experience learning at universities in the Western world, and I am happy to report that several universities in Europe are now collaborating with us in the areas of academic staff exchange and sharing research ideas. These collaborations with Austrian and German universities were facilitated by professors and researchers who had actually visited and lectured briefly at our university.

Having studied and worked in the United States, I was exposed to a variety of teaching and learning models. The citizen participation tenet of community psychology spurred me to aim for a recreation in Nigeria of some of the things that I learned (Florin & Wandersman, 1990). Examples include advocating for multidisciplinary collaborations among the staff and students and finding ways to promote appreciation of diversity of knowledge (Tricket, 1996). Now, it is part of GO University’s culture to have lecturers from varied fields teaching the same course. For example, the university’s peace and conflict resolution course is co-taught by an anthropologist, a sociologist, a philosopher, a political scientist and a language specialist. Thus, our students see that multiple disciplines can contribute to a better understanding of specific areas of learning and practice. In addition, we encourage our students to take lectures from any area of study. For example, a microbiology student is free to attend a political science or accounting lecture. My hope is that the university will someday become a center of dialogue between varied fields of learning where students and lecturers will engage in multidisciplinary work.

Another challenge was a result of my many years of study in the United States. The Nigeria I knew had changed over the years, and I too have changed. My first year as a lecturer was challenging. My students reported that they had difficulty understanding me because of my American accent. I too found it difficult to understand both their verbal and written communications. Both pronunciation and written material differ between my country and the U.S. While Nigerians maintain British spelling, the pronunciation of words reflects Nigerian ethnic accents. For example, people from the northern region of Nigeria tend to pronounce F as P (Fanta would sound like Panta) and in some southeast areas, there is a mix up of the pronunciation of L and R (Lawrence would sound like Rawlence). The Queens English spoken in Nigeria would be better described as “Nigerian English.” Examples of difference in writing include centre (center in US), programme (program in US) and endeavour (endeavor in US). To deal with these differences in communications, I turned to my siblings who taught me how to pronounce words the Nigerian way. For example, in the word “data” the English alphabet “a” is pronounced as the Igbo alphabet “a” which sounds “ah.” In the words of Kelly (2006), I think of my personal challenges as my “antidote to arrogance” lest I should think of myself as the expert in the community.

Outside the academic arena, I also had difficulty fitting into a culture where many people seemed to be oblivious of the need to engage in activities according to planned time. There is a concept of time described as “African time.” In African time, a person can attend an event two hours later than the scheduled 10 a.m. and not be considered tardy. Worthy of note is that there are some people in Nigeria who maintain the scheduled time rather than “African time.” I felt like a “fish out of water,” and I was saddened by these experiences. I was told by many people that “it is the culture” and “they like coming late to activities.” In the school setting, some students and lecturers use the African time and therefore are late to lectures. Due to attendance and participation policy for all lectures, students are now making more of an effort to attend lectures at the time scheduled. Attendance of both academic and administrative staff is also monitored by the management of the university who are trying to create a learning climate that will enable the university students and staff to compete favorably with their foreign counterparts. During this time, I wondered whether I was being arrogant in my refusal to embrace “African time.” As the world shrinks down to a “global village,” I continue to believe that it is important to learn to keep appointments with people as scheduled when in the academic setting, but I certainly recognize that outside these settings, whether they are more social or informal, it is appropriate and understandable for people to use their own culturally-endorsed norms and standards.

The above experience led me to a
deeper understanding of concepts in the acquisition of culture. I did lose parts of my Nigerian culture, as a part of me now is American. It is clear to me that an individual might become a foreigner in her original culture. As community psychologists, we must watch out for the changes in us that might stall or interfere with our work when we enter a new or previously known culture. Despite all these challenges, I am happy to be at Godfrey Okoye University. At this setting, I experience students who are very eager to return to school each semester and who also put their learning to work in the garden, community and home.

Conclusion

Academic settings that provide opportunities for the development of individuals are important settings where community psychologists can promote principles of diversity, social justice, collaboration and empowerment in schools and indirectly, as a second order change, contribute to improvements within society. However, when a person trained in the Western world returns to a non-Western culture to practice psychology, the individual should be aware of challenges that may be primarily due to cultural changes and the person's acquired culture. My experience since returning to Nigeria indicates that it is important to remember that a person or an institution can contribute by valuing his or her culture as well as embracing values and norms of other cultures. My challenges made me more aware that efforts to make a difference in any society require courage. I continue to reflect on Kelly's (2006) directions for embracing antidotes to arrogance. I am open to finding new ways that will promote a more humble approach to academic reforms and uphold the principles of community psychology.

Authors Note

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The Community Practitioner

Edited by Susan M. Wolfe

Community Psychology Practice at Foundations

Many of the activities I enjoyed as a child in Flint, Michigan were funded by the Charles Stewart Mott Foundation, which provided very low cost or free after school and summer programs that enriched my life and the lives of all of the children in my neighborhood. I learned to sew and play tennis, and later, I watched my children play baseball in the summer. When my children were little and I was a college student, my children had access to free dental care. These activities and services were available to us only because of the funding provided by this foundation which undeniably made a difference in our lives.

Working for foundations is one of the many career options available to community psychologists. Foundations are non-governmental, philanthropic entities that provide grants and other support for unrelated organizations, institutions, or individuals for scientific, educational, cultural, religious, or other charitable purposes. They play a key role in most communities for the development and sustenance of services and the enhancement of life, and every day make a difference. The three contributors to this column provide examples of the difference they have made as community psychologists working in the foundation sector. The first article is by Annette Rickel who worked for a major foundation, and subsequently established one of her own. The second article is by Judith.
Meyers, President and CEO of the Children’s Fund of Connecticut. And the third article is by Jeff Usher, Program Officer at the Kansas Health Foundation in collaboration with Greg Meissen at Wichita State University. These three articles provide a good overview of the benefits of working for foundations, different types of positions, and the impact community psychologists can have in such positions.

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**Engaging a Foundation in Community Partnerships**  
*Written by Annette Rickel, Founder, Annette Urso Rickel Foundation, Inc.*

I entered the foundation world when I left Georgetown University for New York City to become Education Program Officer for the Rockefeller Brothers Fund. My background as a community psychologist was very helpful in assuming this role and in learning philanthropy.

Upon leaving Rockefeller, five years ago I established a small family foundation with a big mission, which is to support motivated college students to become exemplary teachers. Research has repeatedly shown that teacher quality is a primary determinant of student achievement. So helping talented students pursue their dream to be teachers—and selecting students who will teach in public schools—was simply common sense to me.

But the Foundation went a step further. I decided to tackle an even bigger job and choose to focus the scholarships on encouraging students to become math and science teachers, in chronically short supply across the nation. Nationally, eighty-four percent of math and science teachers in grades 5–12 did not major in these fields, and Federal test scores for large urban districts show no significant progress in these subjects.

The global competitiveness of the U.S. depends on having citizens highly trained in math and science, and the technology that is based on these subjects. However, the U.S. lags behind other countries such as China and India in the number of undergraduates earning degrees in these areas. A recent study released by the Program for International Student Assessment ranked our nation 21st out of 30 in scientific literacy (just above the Slovak Republic), and 25th in math literacy (between Spain and Portugal). Well-prepared and committed teachers are the key to reversing this trend.

Therefore, by giving motivated students interested in math and science teaching these scholarships, we are helping to raise achievement levels and national test scores in these critical subjects, as well as improve math and science education in America’s schools.

So far, over 100 deserving students have been honored as Rickel Teaching Scholars and are on their way to becoming exceptional teachers. They attend colleges that are part of the City University of New York, a large public urban education system where we established a partnership; several are students who have received a Rickel scholarship for the second or third year in a row; and a significant number are already employed as school teachers.

Most of the Teaching Scholars are the first generation in their families to go to college, many are foreign born, some had previously dropped out of college because of financial and other pressures, and several have young children and are struggling to get a college degree while raising a family and working. For these students, the scholarships make the critical difference in whether or not they continue their education.

College presidents and their staff identify talented students and help them through the application process found on our website (teachingscholars.org). Once a student is awarded a Rickel scholarship, he or she must have people to go to for mentoring, coaching or tutoring because pursuing careers in such demanding fields requires more than financial support. Thus, math, science and education faculty play active roles in these students’ academic lives. As a result of these efforts, we attract a wonderfully diverse and motivated group of students which assures that these students can become the teachers of tomorrow. The future of our nation rests in their hands.

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**A Community Psychologist in the World of Philanthropy**  
*Written by Judith C. Meyers, President and CEO, Children’s Fund of Connecticut*

Throughout my career I have worked in many settings including clinical, academic, and government at the federal, state and local levels. I have also had the opportunity to work in foundations – earlier in my career as a Senior Associate at the Annie E. Casey Foundation and for the past seven years as the President and Chief Executive Officer of the Children’s Fund of Connecticut. Although a career in philanthropy is not one usually envisioned when in training to be a community psychologist, in point of fact there is no better match for the skills, knowledge and values that encompass community psychology. Foundations come in many shapes and sizes, but at their core, they are about using resources to promote the public good and improve social or human conditions and the quality of life in communities.
The Children’s Fund is what is known as a public charitable foundation and is dedicated to ensuring that children in Connecticut who are disadvantaged have access to and make use of a comprehensive, effective, community-based health and mental health care system. To fulfill its mission, the Children’s Fund champions sustainable improvements in primary and preventive care practices through innovative grant making. Through its subsidiary, the Child Health and Development Institute of Connecticut, which I also direct, we support or conduct research and evaluation, education and training, facilitation and convening, and advocacy. Our work is research and information-based and much of our efforts are devoted to identifying, supporting, evaluating and disseminating evidence-based interventions and breaking down silos between systems by facilitating people working together in an integrated, mission-driven direction, whether between academia and government, state government and local communities, or among public agencies such as education, health, child welfare, and mental health. Ultimately the work is to support, catalyze, facilitate, promote, and advocate for change, and reform the systems and policies needed to sustain change over the long haul, which should sound very familiar to any community psychologist.

The excitement of working in a foundation emanates from the breadth of issues and ranges of organizations with which one has the chance to engage. As an example, some of the initiatives on which I am involved include: 1) enhancing the ability of primary care providers to address the mental health concerns of children and their families; 2) improving the health and safety of early care and education programs through supporting research and working with key constituencies to build a health and mental health consultation system for childcare programs; 3) assisting with the design of the state’s approach to pediatric medical homes as Connecticut undertakes a reform of its Medicaid program, in light of federal health care reform; 4) working with 15 community collaboratives to assure a broad developmental approach (cognitive, physical, social and emotional) in their comprehensive plans to assure children are ready for school; and 5) supporting the replication of an early childhood mental health evidence–based intervention known as Child FIRST.

With a staff of a dozen people, we carry out our work through partnering with over 30 academic and community-based organizations and key state agencies related to children as well as members of the legislature. We work in particularly close partnership with Yale University, the University of Connecticut, and the Connecticut Children’s Medical Center to bring their resources to bear on improving child health outcomes.

This work draws heavily on my roots in community psychology, with its focus on primary prevention, social change, and understanding of individual, organizational, and societal behavior, and what it takes to foster systems change. Skills in public policy, applying research to real world problems, program evaluation, facilitation, as well as content expertise in health and mental health care systems, child development, and the policy process, all come into play.

Part of the joy of working in philanthropy, unlike many other settings where community psychologists may be employed, is the ability to mobilize money and expertise, and the opportunity to take risks in trying out new ideas as champions of social change. Between 1990 and 2008, the number of active grantmaking foundations more than doubled from approximately 32,000 to over 75,000. Of these, 3,200 foundations employ paid staff, and they account for roughly 20,000 staff positions. Foundations are increasingly looking for people with experience in research and evaluation as well as program staff with skills that are a match for those trained in community psychology. The Chronicle of Philanthropy and the Council on Foundation websites are good places to start to explore job opportunities.2, 3

Community Psychologist as Grant Maker
Written by Jeff Usher, Program Officer, Kansas Health Foundation and Greg Meissen, Wichita State University

I have the best job of anyone I know and I know lots of people with meaningful and significant positions in all kinds of organizations. Much of my satisfaction comes from being a community psychologist in my role as Program Officer at the Kansas Health Foundation which has allowed me to work on prevention oriented community and system change in a variety of domains including youth development, growing Kansas leadership, enhancing local philanthropy and increasing physical

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Although a career in philanthropy is not one usually envisioned when in training to be a community psychologist, in point of fact there is no better match for the skills, knowledge and values that encompass community psychology.
The mission of the Kansas Health Foundation is to improve the health of all Kansans defining health as does the World Health Organization as a "state of complete physical, mental and social well-being and not merely the absence of disease." The Kansas Health Foundation is the largest foundation in Kansas and was one of the first "conversion foundations" created in 1985 funded by the sale of Wesley Hospital in Wichita, Kansas.

One employment sector often overlooked by community psychology graduate programs and as a profession is philanthropy and grant making. There is little doubt that contemporary community psychology education often includes grant writing along with program, organizational and community development, applied research and program evaluation, and policy development. I have had the chance to work within all these domains but from a different place in the community change process. Instead of writing grants, I develop grant opportunities with the focus on enhancing community capacity for facilitating change. Instead of engaging in program or organizational development, I collaborate with local and national experts to catalyze and facilitate community level change some of which, we hope, will develop into "movements" in Kansas that change policy and practice that enhances the health of residents. For me, a career in philanthropy has provided numerous opportunities for being catalytic in the change process even beyond making grants through leveraging partnerships, providing technical assistance to strengthen local change efforts, and helping community partners recognize the importance of adaptive work in creating the long-term sustainable change required to impact many of the challenges we face today.

Research and evaluation is also important to my work. I have been a strong advocate of building formative and outcome evaluation into all of our initiatives. My colleagues and I continually draw on research to inform our strategic approaches to addressing priority areas. Further, evaluation of our major initiatives is planned upfront and used to inform our progress and guide our current and future work.

Last month the KHF launched the Healthy Community Design and Access to Healthy Foods Initiatives with the mission of promoting policies, practices and environmental changes across communities to make active living and healthy eating easier for Kansans. Grant awards will be small with extensive technical assistance and leadership development opportunities the primary gift to communities. At the "request for proposal" conference there were "core groups" from 24 Kansas communities, both rural and urban, across different sectors ranging from elected officials, to community health nurses, to invested citizens. The commonality was that they all cared deeply about making their communities healthier and recognized the need to go beyond putting in place the next best project and to focus on developing partnerships and collaborative solutions toward systems level change.

My work has been deeply influenced by my background in community psychology while attending the community psychology program at Wichita State University in the mid-80’s. I also work with a number of Kansas community psychologists. In fact, the Project Director for the Healthy Community Initiative is Adrienne Paine-Andrews, recent winner of the Community Psychology Practice Award, and the Kansas Advisory Committee for the Healthy Community Design and Access to Healthy Foods Initiatives includes community psychologists Elizabeth Ablah, Greg Meissen and Scott Wituk. Working in philanthropy is hard work with a high level of responsibility but also extremely rewarding as I am in a unique position to facilitate long-term community change. Community psychology students should be encouraged to consider the career opportunities in philanthropy as the skills and values of community psychology provide an excellent background.
The SCRA Council of Education Programs:
Attracting Promising Students to Our Field,
Promoting Education for Research and Action

Written by
Gregor V. Sarkisian, Chair, Council of Education Programs,
Antioch University Los Angeles
and James H. Dalton, Member,
Council of Education Programs,
Bloomsburg University

The mission of the SCRA CEP is to support and advocate excellence and visibility of education in community research and action.

In May 2006, SCRA created the Council of Education Programs (CEP) to address issues concerning graduate and undergraduate education in the field. The CEP assumed and broadened the role of the Council of Graduate Program Directors in Community Research and Action, which had been the central body for promoting graduate education in the field since the 1970’s. CEP developed a mission and a five-year strategic plan, and was formally linked to the executive committee of SCRA. CEP promotes the visibility and quality of education in community research and action, through information exchange, support and advocacy for education programs and initiatives, and recognition of programs and individuals for contributions for education in community research and action (Council of Education Programs, 2009; McMahon, 2010). Angelique (2008) provided an initial report on progress toward the goals in the five-year plan.

Five years after the creation of the CEP, it's time to report on our recent accomplishments and current initiatives.

Goal 1. Utilize information exchange strategies to enhance the visibility of community psychology education among students, colleagues, and employers.

Every activity that was identified under this goal in the original strategic plan has been achieved, in addition to several initiatives that grew out of our original efforts:

• An electronic brochure, What is Community Psychology?, to introduce community psychology (CP) to students, advisors, employers, and others;
• A PPT presentation, What is Community Psychology?, that can be downloaded and used in classes;
• A rating of introductory psychology textbooks on their CP content, as a guide for SCRA members and as a basis for advocating for improved coverage in future textbooks;
• An article in the Eye on Psi Chi magazine presenting careers of community psychologists to undergraduates in Psi Chi (Stanard, 2010);
• Dissemination of descriptions of community psychology to broader audiences (e.g., idealist.org, Wikipedia);
• Online scrolling announcements of graduate programs in community research and action, which offer programs a chance to advertise directly to visitors to the SCRA website; and
• Online listings of graduate programs, community-psychology-oriented internships and post-docs.

With the exception of the Wikipedia description of CP, all of the resources above are available on the SCRA website at: http://www.scra27.org/resources/educationc

Several of these initiatives still require sustained effort. One example is our continuing efforts to increase visibility of CP content in introductory psychology textbooks. This began with a rating of introductory psychology textbooks that included CP content, which was followed by the development of a letter to textbook authors requesting more in-depth coverage in future editions. We have received several positive responses from authors and we will continue our efforts in this area to achieve better representation of CP in introductory psychology textbooks.

Another current initiative with great momentum and potential is the relationship that has been developed with Idealist.org, a network that shares information about careers, graduate education, internships and other opportunities for working to “find practical solutions to social and environmental problems” (Idealist.org, 2011). SCRA recently began its second year as an official partner with Idealist.org. Last year, four members of the CEP staffed tables at Idealist Graduate School Fairs in Michigan, Georgia, Illinois, and California, representing SCRA and CP to undergraduates seeking graduate education and careers in social-justice oriented fields. With CEP members and the help of others, we would like to double the number of states in which we represent SCRA and CP at Idealist fairs this year.

The SCRA Biennial Video Project is an initiative to increase the visibility of people’s passion for CP. At the 2009 SCRA Biennial, we asked participants to share their passion for CP through the following question: What do you love about the community psychology work that you’re doing? After each Biennial, the video will be posted on the SCRA website so that visitors can get a sense of the conference experience and people’s excitement about CP.

Through a newly developed relationship with the National Institute
on the Teaching of Psychology (NITOP), the CEP was invited to select a speaker to present a session on Teaching Community Psychology at the 34th Annual National Institute on the Teaching of Psychology Conference in January 2012. Marybeth Shinn has agreed to speak at this conference, which is a great opportunity to share the many ways in which community psychology can be incorporated into introductory psychology and other undergraduate courses. Over 300 psychology faculty members typically attend NITOP, the highest-profile teaching-focused conference in psychology in the U.S.

**Goal 2. Provide support and advocacy for education programs in community research and action, including graduate and undergraduate programs.**

We have recently begun a CP Program Liaison Initiative to develop relationships with CP education programs, share CEP tools and resources, and strengthen communications and linkages between CP training programs, the CEP, and SCRA. As we contact CP education programs, we are also inviting them to publicize their program on the SCRA Education Connection website through our scrolling program announcements, and encouraging them to download our Guide to Publicizing Your Community Psychology Program to consider other ways to enhance their visibility with prospective students, advisors, and employers. These resources are available at: http://www.scra27.org/resources/educationc

The CP Program Liaison Initiative is in the initial phase of connecting with programs. In the future, we would like to maintain relationships with CP education programs so that we can be more responsive to the needs of programs as well as to strengthen relationships among students and faculty across programs. Our hope is that through developing ongoing relationships with CP education programs, new opportunities for cross-program collaboration and more diverse learning opportunities for students will develop.

The CEP has utilized the SCRA Biennial Conference as an opportunity for teachers of CP to exchange information and ideas that can enhance innovation and education effectiveness. While historically these have included CEP-Sponsored Syllabus/Materials Exchanges and symposia on innovative teaching methods, this year the CEP and Community Psychology Practice Council (CPPC) cosponsored four sessions highlighting initiatives and visions to integrate graduate education and community practice more comprehensively.

Following discussions at the 2009 SCRA Biennial, the CEP and CPCC created a task group to strengthen opportunities for learning specific practice-related competencies in graduate training programs. This task group developed a proposal for mentoring and training of students by community psychologists in full-time practice, through a consultation model. We recently received approval and funding from the SCRA Executive Committee for piloting this approach with specific graduate programs.

Another area of CEP-CPPC collaboration is providing opportunities for practitioners, faculty, and students to share their experiences and ideas about CP education for practice. This is happening through the Community Practitioner and Education Connection columns in The Community Psychologist. Susan Wolfe and Jim Dalton, column editors, have co-edited four columns on topics relating to training and practice: two on learning competencies for collaboration with citizens and group processes (Wolfe & Dalton, Spring 2010 and Fall 2010), one on competencies for leadership, mentoring and supervision (Wolfe & Dalton, Spring 2011), and one on the history and future pathways of training for practice (Wolfe & Dalton, Winter 2011). These columns have featured commentaries by practicing community psychologists, graduate faculty, and graduate students on how they learned specific skills for practice, and how education in those skills can be encourage and strengthened.

We are also excited about the funding of a recent initiative to make available in digital form the Exemplars in Community Psychology Video Series. This is the video archive of interviews conducted by Jim Kelly and his students with founders of community psychology and commentators on the history and social context of our field. These interviews, donated to SCRA by Jim Kelly, are a unique resource for understanding the origins and development of our field. Emotionally moving and insightful, they provide perspective not available in published sources on the personal experiences, social contexts, formative settings, key transitions and choice points in the history of our field. Every graduate student and member of our discipline should have the opportunity to see them. Our goal is to take these interviews, now on videotape and partially in DVD format, and make them accessible through the SCRA website, providing an invaluable resource for education in community research and action.

**Goal 3. To recognize and celebrate the accomplishments and innovations of education programs in community research and action.**

The CEP created the Excellence in Education Programs Award and the Outstanding Educator Award to act on this goal. The Outstanding Educator Award recognizes an educator who has influenced the field through innovative approaches to the teaching of community research and action. Past recipients have included Patricia O’Connor (2007), Marek Wosinski (2008) and Sylvie Taylor (2009). The Excellence in Education Programs Award was created to highlight programs that have developed
infectious and exemplary elements concerning community research and action in their undergraduate or graduate programs. The past recipient of this award was DePaul University (2007). At the 2011 SCRA Biennial, Jim Dalton will be receiving the Outstanding Educator Award, and the Antioch University Los Angeles, Applied Community Psychology Specialization, will receive the Award for Excellence in Education Programs.

Members of the Council of Education Programs

The CEP solicits nominations (including self-nominations) yearly for members, which includes faculty and graduate students. If you are interested in our work, please communicate that to a member of the CEP, find out more about our work, and/or nominate yourself during the next open nomination period!

Our current members are:

- Gregor Sarkisian, Chair: term through November 2011
- Jim Dalton, Sharon Hakim, Bret Kloos, Judah Viola: terms through June 2012
- Jim Cook, Rob Gutierrez, Rhonda Lewis-Moss: terms through June 2013
- Beiye Gu, Andrew Hostetler, John Peterson: terms through June 2014

We also wish to express our appreciation to our members whose terms recently ended -- Steve Davis (past Chair), Tiffeny Jimenez, Gabe Kuperminc, Susan McMahon (past Chair), and Pia Stanard -- and to all others who have served CEP since its founding.

References

- and to all others who have


Environment & Justice

Edited by Manuel Riemer

Introducing Three Faces of Community: Responding to International Nuclear Disasters

Written by Holly Angelique,
Penn State Harrisburg,
and Aja Binette,
Temple University

Introduction

As the earthquakes, tsunami and nuclear nightmare ravaged Japan, many community psychologists questioned how we could provide assistance. Historically, some fields such as clinical psychology have provided individual counseling, while others such as international politics have provided critiques of institutional structures without a focus on individuals. Community psychology (CP) is uniquely positioned to concentrate on the interactions between individuals and larger institutional structures, yet we have remained virtually silent in the wake of large-scale environmental and/or technological crises. We contend that CP requires two developments: 1) a re-conceptualization of community, and 2) a commitment to understanding and working within the international institutions that affect us. When we understand the institutions and policies that affect our health and well-being, we can become a voice for our communities. In this paper, we examine the responses of the International Atomic Energy Association (IAEA) to the major nuclear disasters at Three Mile Island, Chernobyl and Fukushima-Daiichi in order to illustrate the power of international institutions that affect us and reconsider notions of community in ways that can be useful to CP.

Thinking Bigger: Re-conceptualizing Community

In the early days of CP, the idea of community was restricted by geographic boundaries or shared values (e.g., a religious community). In this paper, we contend that three faces of community – local, transnational,
and global -- must be considered for effective social change. Nuclear disasters offer a particular case in point as they impact all three levels. For example, within weeks of Japan’s unfolding nuclear crisis, radioactive iodine was evident in the rainwater as far away as Philadelphia, Pennsylvania (English, 2011). The global health consequences of this widespread and ongoing radiation exposure will not be known for decades.

Thinking Broader: Considering Person/International Institutional Fit

Nuclear power accounts for 14 percent of all electricity generated worldwide (Power Reactor Information System, 2011). While the nuclear industry attempts to expand its production, there have been major protests around the world since Japan’s nuclear crisis began in March 2011 (Dempsey, 2011). Citizen participation has been the focus of much CP research (Angelique & Cunningham, 2006; Culley & Angelique, 2003, 2010, 2011; Culley & Hughey, 2008; Rich, Edelstein, Hallman, & Wandersman, 1995). However, in order to effect policy change, one must also understand and attend to the roles of governmental and regulatory institutions. For example, through protest and legislation, Germany recently issued a moratorium on nuclear power (“Merkel Backs Proposal,” 2011). In the case of nuclear power, the international institution with regulatory oversight over the accidents at Three Mile Island (TMI), Chernobyl and Fukushima is the IAEA.

The IAEA and Nuclear Power Safety: The Sheep in Wolves Clothing?

The IAEA was established in 1956 with a mandate from the United Nations to actively promote the expansion of civilian nuclear power and to act as a safety monitor for all nuclear materials, including weapons. As such, the IAEA held a precarious position (it was in their best interest NOT to publicize safety violations and accidents in order to promote the benefits of nuclear technology). In effect, the IAEA was an international regulatory body overseeing nuclear power with internal conflicts of interest from its inception.

IAEA’s Response to Three Mile Island

In 1979, the worst civilian nuclear accident in the U.S. occurred in Middletown, Pennsylvania at TMI. The accident caused a partial core meltdown and the permanent decommissioning of one of its reactors (Walsh, 1988). Responses to the TMI accident highlighted the importance of a national regulatory agency for immediate resource mobilization. Therefore, despite recommendations for the IAEA to develop emergency response plans and routine safety checks on nuclear plants internationally, there was a shift in the institution’s direction and a greater emphasis was placed on sharing technical expertise rather than expanding its role as an international nuclear safety watchdog (Fischer, 1997).

The first face of community: Local. While the accident at TMI sparked worldwide distrust in nuclear power, the greatest impact of radioactive exposure was limited to central Pennsylvania. Since the IAEA lacked regulatory power and distrust of the federal Nuclear Regulatory Committee (NRC) was growing, citizens in central PA developed a Citizen’s Monitoring Network and set up radiation monitors across the region. This exemplifies the concept of a local face of community action. To-date, this is the only known anti-nuclear activist group in the U.S. that is routinely called upon by the NRC and TMI officials for independent radiation readings after mishaps and routine releases of radiation (Epstein, 2011). In subsequent accidents, there was a move toward increasing IAEA’s scope of influence.

IAEA’s Response to Chernobyl

In 1986, the worst civilian nuclear accident occurred in the former Soviet Union. A total core meltdown occurred that caused an explosion that spewed radioactive materials into the atmosphere. The Soviet Union did not report the accident at Chernobyl to the international community for two days, thus highlighting the need for stricter reporting guidelines (Fischer, 1997). It was assumed that the transnational nature of the fallout from Chernobyl would illustrate that “nuclear power safety choices cannot rest solely with states” (Barkenbus, 1987, p. 490) and international pressure was put on the IAEA to develop new recommendations on reporting nuclear accidents. Two new international conventions were approved by September of 1986 to help facilitate this process. However, these conventions did not establish new powers for the IAEA, but instead specifically stated, “each country is responsible for ensuring the highest level of safety in its nuclear energy activities” (Fischer, 1997, p. 200).

Over time, there was increased public pressure and renewed efforts from many national governments to establish international nuclear safety standards. The Convention on Nuclear Safety (1994) was the first international document that legally bound signatories to ensure the safety of their civilian nuclear power plants. Some of the standards established in the Convention included requirements to set up a national regulatory commission, standardize technical requirements, and create a system of licensing, inspection, and enforcement, all at the domestic level. Yet, even after the adoption of the Convention in the years following the accident at Chernobyl, there was little expansion in the IAEA’s powers. More stringent nuclear safety standards have never been enacted at the international level.

The second face of community: Transnational. Within weeks of the Chernobyl accident, global radiation readings spiked, including readings from the monitors around TMI (Epstein, 2011). The most severe exposure crossed international boundaries and affected Scandinavia, parts of Eastern Europe and most of the Soviet Union. The farming
industry was directly affected as radiation contaminated milk, produce, and livestock. As a result, community response was also transnational and technical assistance from the IAEA was requested from multiple countries, especially with regard to determining the cause of the accident, its effects on the health of the population, and how to contain the damaged radioactive reactor (Fischer, 1997). As such, the second face of community is transnational and geographically bound.

IAEA’s Response to Japan and Fukushima

The crisis that recently unfolded at Fukushima Daiichi did not mark the first time that the IAEA responded to a nuclear emergency in Japan. In July 2007, the Tokyo Electric Power Company’s (TEPCO) Kashiwazaki-Kariwa nuclear power station reported a small radioactive leak after a 6.8 magnitude earthquake (“Japan Earthquake Rattles,” 2007). Later it was confirmed that TEPCO had falsified reports to the IAEA and to the national government (“TEPCO Hid Problems,” 2011). Furthermore, TEPCO and the Japanese nuclear industry did not make recommended safety modifications (Gray, 2011). Noncompliance is not isolated to Japan, as similar reports have also surfaced about the safety standards in the U.S. (Zeller, 2011).

As the nuclear crises in Japan continue to unfold, there is a new call for the IAEA to become an independent international watchdog.

Company’s (TEPCO) Kashiwazaki-Kariwa nuclear power station reported a small radioactive leak after a 6.8 magnitude earthquake (“Japan Earthquake Rattles,” 2007). Later it was confirmed that TEPCO had falsified reports to the IAEA and to the national government (“TEPCO Hid Problems,” 2011). Furthermore, TEPCO and the Japanese nuclear industry did not make recommended safety modifications (Gray, 2011). Noncompliance is not isolated to Japan, as similar reports have also surfaced about the safety standards in the U.S. (Zeller, 2011).

On March 11, 2011, Japan suffered a 9.0 magnitude earthquake that spawned a devastating tsunami. In the aftermath, it quickly became apparent that a series of nuclear accidents were occurring at the Fukushima Daiichi plant. Japanese officials quickly notified the IAEA, who issued a statement offering assistance (Fukushima Nuclear Accident Log, March 11, 2011). Within days of the nuclear meltdowns in Japan, radiation levels had spiked across the western seaboard of North America, contaminating farming industries once again. On March 24, the IAEA began to send aid in the effort to get the reactors at Fukushima stabilized (Fukushima Nuclear Accident Log, March 26, 2011). There was nearly a two-week interim before Japan requested IAEA’s assistance, yet Japanese officials had requested aid from the NRC in the U.S. within three days (March 14th) (“Japanese Government Asks,” 2011). It is noteworthy that the IAEA has no authority to intervene without an invitation. While it is unclear why Japan requested assistance from the U.S. before the IAEA, this seems to illustrate the general sense that the IAEA continues to have little, if any, regulatory power.

The third face of community: Global.

Today, we cannot rely on the denial associated with the NIMBY “not in my backyard” syndrome. Fukushima feels like our own backyard, wherever we may live. We posit that a new face of community extends beyond geographic boundaries. Through increased Internet use, the availability of social networking sites, and information dissemination via multiple international media outlets, people are becoming educated, sharing information, and mobilizing in new ways. As CP considers the effects on the health and well-being of the “community” it must consider the entire global community, one that is now interconnected by geography, shared values, perceptions of threat, and psychological stress as people become connected through cyberspace. One example of this third face of community is noted in the online organization, Academics for a Nuclear Free Future (ANUFF!) (see www.anuff.org) that was founded in the wake of the nuclear nightmare in Japan. Within days, ANUFF! had an international membership that spanned the globe including the Netherlands, Germany, Indonesia, Canada, Japan and the U.S. To quote Vilmos Cserveny (2008), IAEA’s Assistant Director General and Head of External Relations and Policy Coordination, “An accident anywhere is an accident everywhere.”

Conclusion

After each of the three major nuclear accidents around the world, the IAEA’s effectiveness has been called into question. After the partial core meltdown at TMI, it was perceived to be ineffective by the international community. After Chernobyl’s nuclear explosion, it had utility in its ability to provide expertise. As the nuclear crises in Japan continue to unfold, there is a new call for the IAEA to become an independent international watchdog. To address this, the IAEA is planning a series of meetings in Vienna to discuss the Fukushima accident and highlight lessons learned (“Nuclear Safety Convention,” 2011). CP should have a presence there. Where are the roles for CP one might ask? To that we answer, first it is important to note that any social problem can be viewed from three faces of community. Whether one is examining issues related to violence, poverty, oppression, mental health, substance abuse, etc., international organizations in that area exist and community psychologists have a double role to play. First, we can work to educate about the ways in which international institutions develop policies that affect us. Second, we can work within the institutions themselves to provide a much-needed perspective that is currently missing the voice that reminds policy-makers about their impact on the psychological health and well-being of communities; whatever “face” you put on your community.
Author Notes

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References


International

Edited by Serdar M. Değirmencioğlu

News from the International Committee

In case you have not heard, the 8th European Congress on Community Psychology (ECCP) will take place in York (UK) in September. Below you can find some exciting news about the 8th Congress. The piece is put together by David Fryer and Jacqui Akhurst.

In case you are not familiar with the Italian Society of Community Psychology (SIPCO), here is your chance to learn about the society. Below you can find a brief piece about the society.

The 3rd International Conference on Community Psychology took place in Puebla (Mexico) last summer. Eduardo Almeida and his team did a wonderful job in putting together a
welcoming and stimulating conference environment. There was much to learn and experience out of the conference in and around Puebla. If you are curious about what you have missed, please take a look at the travel notes by Caterino Arcidiacono (Italy) below.

8th European Congress of Community Psychology
Written by Jacqui Akhurst and David Fryer

The 8th European Congress of Community Psychology, co-sponsored by York St. John University and the European Community Psychology Association will take place in York, England on September 15-16, 2011. Pre-conference participatory learning opportunities for postgraduate students of community psychology are also taking shape for September 14, 2011.

The 2011 Conference theme is “Community Psychology, Critical Issues,” and in line with its critical orientation, this conference is being designed to promote trans-disciplinarity, sustainable development, progressive challenges to the status quo, emancipatory social change, solidarity and praxis. The conference process will promote inclusive participation, maximizing time spent in active participatory debate and minimizing time spent passively listening. The program will consist of creative workshops, symposia, papers and posters.

Conference submissions have been received from colleagues from Australia, Belarus, Brazil, Canada, Egypt, France, Indonesia, Italy, Germany, New Zealand, Norway, Portugal, South Africa, Spain, Sweden, Turkey, UK and the USA. There is one keynote speaker, Professor Richard Wilkinson, co-director of The Equality Trust, co-author of The Spirit Level and internationally esteemed researcher on the social determinants of health and, in particular, the effects of income inequality.

York is a beautiful ancient cathedral town with Roman, Viking, and Medieval heritage centrally located in the UK, relatively easily accessible by rail, road and air and a wealth of accommodation options (http://www.visityork.org/).

You can find out more about the conference by visiting http://w3.yorksj.ac.uk/health--life-sciences/faculty-of-hls/partnerships-and-projects/8th-eccp.aspx or by emailing the Chairperson of the Conference Organizing Committee, Dr. Jacqui Akhurst (j.akhurst@yorksj.ac.uk) or the Chairperson of the Conference Scientific Committee, Professor David Fryer, current President of the European Community Psychology Association (dafryer@csu.edu.au). On behalf of European community psychologists we look forward to seeing you in York.

Jacqui and David

The Italian Society of Community Psychology

The Italian Society of Community Psychology (S.I.P.CO) is a cultural and scientific organization that promotes research and practices that apply community psychology principles in diverse settings and across disciplines. The current president of the society is Bruna Zani (University of Bologna).

The goals of the society are to promote:

• theory development and research in community psychology;
• the development and the use of community psychology methods, supporting training and encouraging community action research;
• knowledge and exchange/collaboration with other national and international organizations that have common scientific interests; and
• mutual exchange of knowledge among academics and professionals from other disciplines to bring community psychology to institutions and civil society.

S.I.P.CO brings together academic community psychologists, practitioners and community stakeholders. The 8th biennial conference of the society took place in Turin in September 2010, and was a great opportunity to discuss community research and action and to take advantages of the strengths of the different perspectives of our members. Besides the biennial conference, S.I.P.CO supports the organization of thematic workshops and trainings carried out in collaboration with other organizations. Previous events dealt with migrations, intercultural issues, and action research.

S.I.P.CO publishes a scientific journal (“Psicologia di Comunità”) and a newsletter. The journal has two main goals: to document the empirical work of community psychologists and the evolution of the discipline in Italy and to stimulate discussion and debate on theory, research, and intervention in the field.

The newsletter provides regular information on community psychology events that take place in Italy and in Europe and on recent publications of interest for people in the field. Through the newsletter young scholars have the opportunity to present their research proposals and to report their impressions on conference and meetings they attended.

Up to date information, resources and useful links can be found at the web site of the society at http://www.sipco.it. On the website it is possible to apply to become a member and to find information about the steering committee of the society.

American State through the voice of his community psychology students; Duncan deals with racism in South Africa; Degirmencioğlu talks about Turkey since the military coup of 1980; Prilleltensky describes problems related to power in his Argentina; Soon describes the conditions of Aborigines in Australia; Balcazar discusses well-being and power in Colombia; all analyze the needs and critical areas from the perspective of their countries, starting with the effects of Western colonisation and immigration. The role of colonialism, power and justice is seen in their relationship with individual dimensions like identity and well-being. Mexican psychologists supporting Chiapas inhabitants report on the fight against inequality and injustice carried out by their people, who gathered in the CACTUS project (Centro de Apoyo Comunitario Trabajando Unidos) and who, like the wonderful desert plants, manage to resist the unfavorable conditions of lack of resources.

Great space is also given to talks on the issue of violence against women and LGBT – Lesbian, Gay, Bisexual, Transgender – an acronym I abhor because it reminds me of the nosographic classification of individuals proposed by the “labelling” psychiatry many of us have been fighting.

The issue of power and a mere critical analysis of CP itself has been, in my opinion, the focus of these three days: a historical-political perspective, focused on the construction of power and on its reproduction. The issue of exclusion, malaise and disease seen through the eyes of poverty has come up several times in the various sessions and workshops; advocacy and commitment or, to use the Spanish word, compromiso, have enriched our reflections.

Travel notes in the margin

To each participant, the experience of an international conference also means the people met and the country visited. In this line, I would like to describe my impact with the reality of Mexico in the form of a short diary.

6 June, 9 a.m.: I rush to my appointment in the Zócalo, “Plaza de la Constitución,” a square bearing the same name in each Mexican town, possibly because of the central role it plays in the local symbolic reality. I look around, waiting for Bret Kloos from South Carolina and Mark Aber from Illinois University at Urbana-Champaign: two Americans, surprisingly late. In the meantime, unexpected and punctual, Wolfgang Stark and David Vossebrecher arrive with a German colleague.

Local teenage couples play in a couple ritual, which is clearly very much shared, since none of the passersby pay any attention to them. (See photos 1-2-3-4). A blindfolded teenage girl crosses the square, guided by her boyfriend. It looks like an exercise for trust in the couple. I would like to learn more about it. Shortly after, a well-built boy walks unsteadily, blindfolded too, led by another girl. Wolfgang Stark tells us he has his own students do this exercise, although in this case the ‘guiding’ partner is asked not to give any instructions. Stark reports other variations. The game seems to be effective, so my imagination sees the 250 students of my community psychology laboratory arrange to meet in the magnificent Piazza del Plebiscito in Naples for a great collective training to build self-confidence, trust in each other and the city. Ali Lara, originally from Puebla, a Ph.D. researcher at the Barcelona UAB and visiting researcher in Brighton confirms he’s recognized an instance of active teaching: near the Zócalo is the Faculty of Psychology of the Puebla State University, and our testimonials of the culture were certainly nothing but psychology students in the middle of a group exercise. Clearly, sometimes the search for customs and traditions is within ourselves, without having to recall faraway cultures.

Time flies, we start walking to the station to take a coach to archaeological Cholula. Stark buys some sunglasses...
from a stall in a pseudo-Chinese popular market. Having ensured that my two German colleagues have a travel pocket knife, I look for some guyabas, a fruit I learned to eat and love in Egypt, but it’s not the right season. I buy a ripe papaya, the most expensive fruit on the stand. A bit farther, I also buy a kilo of red mango and a kilo of Mexican mango for the group, total price two pesos – in Euro, about 2 cents.

We set off on the scheduled coach and I prepare the fruit for everyone. Once in Cholula, first of all we go up to the Virgin de los Remedios, a sanctuary built in 1594 on top of the hill, boasting the world’s largest pyramid – the Tepanapa pyramid – measuring 500 m per side and 64 metres in height – which makes it three times bigger than the Giza pyramid in Cairo, Egypt. With its 4.5 million cubic metres, it is considered to be the largest man-built structure. On its top, which once housed the temple, is now the Catholic church dedicated to Nuestra Señora de los Remedios, Our Lady of Remedies. Access to the church is granted by a large staircase going up to the top of the hill. Street sellers of drinks, crickets, fruit, and colourful handicraft occupy the wide steps; women crouching on the ground weave from a traditional handloom resting on their hips; women weave straw; children sell colourful papier-mâché little animals.

Flowers, incense, crowds, and whole families leaning on the walls of the parvis introduce us to a deep, intense religious atmosphere in the Catholic parvis. Judging the rite enjoy the same levels of participation we have just witnessed in the church de los Remedios. We are all engrossed in the music and the ritual taking place around us. Mark Aber and I join the line of those awaiting the blessing. Brett makes fun of us: “Maybe somebody here wants to become a couple!” We play along with him and cheerfully mention the importance of this “match” for the future well-being of everybody in CP. After all, aren’t we the president-elect of the European society (ECPA) and the president of the American society of community psychology (SCRA) who have come to Mexico exactly to work towards a better future for our field?

I keep buying and offering fruit, this time it’s been peeled and cut already: coconut in hot sauce, papaya and more mango. The heat weakens me, but I don’t give up. The contrast between the archaeological area of the great Cholula and the popular liturgical continuity above generate thinking about the forms and modes of the Spanish colonisation. The indigenous, pre-Hispanic rituals seem to live side by side with the Catholic ones, among the same social actors.

The heat won’t stop, but our visit to the archaeological area below cannot be cancelled. After all, it was this very longing for knowledge that made us travel all the way to Cholula. It’s a vast area. The ancient site has been excavated on one side only. The inner passages are temporarily blocked. The small museum was relatively poor. I struggle to enter a pre-Colombian dimension, since the Catholic sanctuary covers and conceals its remains.

Behind, right next to the small path leading to the archaeological area, a psychiatric hospital of 1910 shows its 100 years of activity: the 20th century rigorous building; grids at every window and the lack of all sorts of visible contacts with the outside world remind us of involuntary hospitalisation. In fact, José Ornelas has bluntly informed me that the tunnels of the pyramids close by might have been used to guard-punish the hospitalised. To me this appears as yet another sign of the strength of power and of the will to erase and deny the defeated that the Country shows.

We travel a bit farther, heading for another famous site, still near Cholula – Santa Maria Tonantzintla, with wood decorations representing natives inside the church building. Here the baroque gold is combined with the wood bas-reliefs representing the natives. Natives with a soul, we must say, who were entitled to having one much earlier than African blacks. I don’t want to elaborate on the right to the soul here, but it seems to have nourished the debate on the evangelisation of the blacks.

There are evident signs of the Dominican presence here. However, as the anthropologist Marinella Miano states, preachers in the Americas represent the most libertarian part of the Order, that is, the minority who were forced to evangelise the Indies instead of going up the monastic ladder in Spain. Preaching Dominicans evangelised most of the country, yet the impression is that the natives’ culture is still living – rather than merely surviving – alongside the Catholic one, denied and acknowledged at the same time.

The severe architecture and the baroque richness inside reach its climax.
in Puebla. The baroque splendour of the Chapel of the Rosary in the Santo Domingo Church is visible in the many gold altar pieces, which in more suburban churches are combined with wooden statues expressing a popular, simple and astonished religiosity.

Puebla’s centre with its churches, like the great complex of San Domingo of Gutman, the missionaries’ stronghold in Oaxaca which we are going to visit in the next few days, and the close-by Dominican route marked by ancient convents (Donata Francescato, Bill Mebane and I have visited the best-known ones along the route: Santo Domingo Yanhuitlán, San Pedro and San Paolo Teposcolula, San Juan Bautista Coixtlahuaca) – these are all strongholds of the Catholic infiltration, penetration, resistance and domination in the land of the Natives with a different language and culture. Travelling along the ruta de los Dominicos takes us back to the Dominican penetration and its history, the Sanctuary of Teposcolula with an open-air basilica to welcome the natives who are, alas!, too fearful and reluctant to enter the stronghold-convent!

The popular or peasant religiosity, the culture of suffering of Our Lady of Sorrows – see, in the picture, the one bearing the marks of smallpox and, however, with a painful, dignified suffering that reminds me of a dear friend who has recently died of cancer – are understandable manifestations in a country where death rules, joyfully and ironically, in popular rites and in the mourning icons of the churches.

Donata, Bill and I go through police checkpoints, whose nature we don’t understand. In fact, we are near the native community of San Juan Copala, the same place which witnessed the murder of the militant for natives’ rights, Bety, whose memory is honoured by Serdar M. Değirmencioglu in The Community Psychologist (Vol.43, Issue 3, 2010, p.20-22). The reference to the victims of today’s power leads us into the tearless eyes of one of her women comrades, whom we met at the Puebla conference.

The silent presence of the Arab culture is surprising as it permeates the most impressive artifacts. In Puebla, the glorious, precious chapel of the Rosary was enclosed by an undoubtedly Arab balustrade in polychromous majolica. The same goes for the Dominican churches with their mullioned windows like the capitals and columns in the Amalfi Cathedral, not to mention, still near Cholula, the San Francisco Acatépec baroque church, with a 17th-century polychromous ceramic façade, whose roofs and majolica-covered façades are so much reminiscent of Moresque architecture. It would be interesting to study how the Spanish colonization fed on Muslims, Moors on the run and libertarian preachers - colonisation which sent unwanted figures away from the homeland. This is not a dissertation on art and style, but rather the attempt to look at a country trying to identify the marks of power and its effects on the population; in other words, an access to Mexico in the spirit of the Puebla community psychology conference.

As far as food is concerned, here, too, dishes of the pre-Hispanic tradition play a crucial role: tacos, tortillas and beans live side by side with mole (chocolate meat sauce), chapulines (fried crickets!!!) as well as the better-known guacamole, avocado cream with hot sauce, and the delicious tamales, packets of corn dough with meat and hot sauce, or sweets in corn leaves, less well-known internationally. Tequila and the fine Mezcal of Oaxaca, obtained from the heart of the maguey take Mexico into the international tradition of liquors. Pulque is the Natives’ drink, the “Mexican champagne,” also obtained from maguey as early as pre-Hispanic times. In Tepoztlán, too, it is sold in separate places, as if to mark its ancient religious origin. It is characterised by the lighter leche de miel, aguamiel, from whose first squeezing pulque is obtained, sometimes flavoured with fruit; it is, however, a drink which can only be found in the most remote places of the 20th century. In Cuernavaca, the holiday destination of Mexico City’s cultural elites, I had trouble finding it.

Mariachi, a merry, romantic, popular Mexican music, accompanies all festivals; there are different varieties to it. Maritza Montero is an expert, and explains that it originated in the songs for celebrations and weddings. It sounds like a mixture of our local stornelli and operetta music.

Mexico is part of the world heritage, witness to the exercise of power on the weak and to the collective revolt in the name of freedom. Miguel Hidalgo and Benito Juárez are heroes of the National revolution – the former, a friar, the latter educated by priests. It’s the country of poor and irredentist Chiapas; it’s a nation with dozens of native languages and communities, where Mexican Spanish is the national language, which does not replace, but only accompanies local idioms.

On the background are the remains of majestic Aztec, Maya and Zapotec buildings, which served as the foundations on which the Spanish rule was built through the presence of the Dominicans. It is told that Puebla had hundreds of native temples, which were replaced by as many Catholic places of worship. The war of religious icons left its mark on the whole territory: in the name of merciful God the followers of bloodthirsty local gods were subjugated. In Oaxaca, the magnificence of the pre-Hispanic religious complex was surpassed by the grand stronghold of the Dominican convent complex. The irony of history was that libertarian Dominicans in disfavour with their homeland’s religious authority were sent to edify the Indies, Muslim artists travelling by sea brought Arab iconography to the Americas, and luxurious baroque altars and austere gothic buildings, enriched by architectural elements of evident Arab origin, together with the colourful creativity of the local
Before touching ground, each of them makes exactly 13 rotations, since in the Aztec calendar $13 \times 4 = 52$ indicates Venus, the morning star—which testifies of the ancient, deep astronomic knowledge of these peoples.

**Footnotes**

1 The voladores perform a 2500-year-old ritual dance. It’s an Aztec tradition enacted by the Totonaca natives. It represents a dance for the creator in the link between heaven and earth. Five men climb a 30m-high pole (with no ropes) and then four of them, holding on to ropes representing the umbilical cord, throw themselves down, slowly freeing themselves from the ropes, so that one by one they move down towards the ground, “flying,” while the last one stays on top, playing the flute. The beat of the drum accompanies the voladores’ descent while, one by one, they “land” on the ground marking the North, South, East and West, respectively.

**Living Community Psychology**

**Written by Gloria Levin, gloralevin@verizon.net**

“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology (CP) as it is lived by its diverse practitioners. For this installment, we profile a fairly recent (2008) Ph.D. who is pursuing a practitioner career, devoted to issues of community schools, while raising four children.

**Featuring:**

**Michelle Bloodworth, Ph.D.**

Senior Research and Evaluation Specialist Apex Education, Albuquerque, NM michelle@apexeducation.org

From an early age, Michelle Bloodworth was sensitive to perceived injustices. At home, she resisted the notion that washing dishes was “girl’s work.” “I balked not only because I didn’t want to WASH the dishes but also I felt it wasn’t fair to pigeonhole girls. The sense of the scales of justice is ingrained in me.” Her mother, a born nurturer, had a profound impact on her sense of social justice. The family dinner table frequently included “strays” who had nowhere else to go. Michelle says: “It became my core belief that I had a responsibility to try to help a struggling person.”

Michelle’s mother grew up during and after World War II in Berlin. Impressed by the kindness of American soldiers stationed in West Berlin after the war’s end, she long dreamed of moving to the U.S. As an adult, she married and had a son with an American GI, but that relationship did not work out. At the age of 27, she was befriended by another GI whose family, in Alton, Illinois, sponsored her and her son to immigrate to the US. In Alton, she married a man who had custody of his two children. The families merged, and Michelle was born later, followed by a younger brother.

When Michelle was ten, her younger brother, Jason, was born, with hemophilia. He had a difficult birth (his birth weight was 11 pounds), resulting in severe brain damage. Although Jason is now 36 years old, his mental development is equivalent to a six-month old. He is unable to talk or walk and needs total care. “His profound disability impressed on me the enormous influence of the brain, leading to my interest in neuroscience.” As a teen, attending a biology camp, she interviewed a University of Illinois professor who was an eminent scholar on the influence of the environment on the brain.

Mrs. Bloodworth had a full plate, caring for 5 children, including her profoundly disabled son, and running a home-based business as a beautician. (Mr. Bloodworth was frequently away as a cross country trucker.) Nevertheless, she made time to be involved in the community. For example, she served on the Board of her son’s ARC school and educated herself about his intellectual disability. “My mother presented a model of engagement that was hard to equal. She
believed that your measure of success is based on how much responsibility you took on, from maintaining a lovely home to community involvement.

More recently, I began to question that measure of success for myself, realizing that it was unrealistic for me to take on more and more responsibilities. As a result, I’m careful about the responsibilities I assume,” she says.

Michelle’s parents had been born into poverty; neither had gone to college. Michelle acknowledges that she was a good but not stellar high school student. However, she was influenced by her older half brother, Bob - “a genius, second in his class of 500” - clearly destined for college. (He later earned a Ph.D. in chemistry) Michelle followed in Bob’s footsteps, assuming that she, too, would attend college and graduate school. “Bob and I were the first of our very large extended family to have attended college. Our parents were supportive and proud of our accomplishments.”

Michelle wanted to go out of state to college (again, following the path of Bob who attended the University of Southern Mississippi). However, her acceptance to the University of Illinois, Urbana, gave her an excellent education at a reasonable in-state tuition rate. But, tempted by the heavy party atmosphere (alcohol, staying out late, experimenting with new-found independence), she did not focus on academics at first. “I flitted around among many different interests and majors in college. I didn’t understand what it took to do well and apply myself.” Later, she developed critical thinking skills, especially during her senior year abroad, at a small college in Wales, having small classes with active debate and discussion among students. In the long run, I am glad that I had not made a career choice until later because I would not have been exposed to the work I ended up doing, about which I am passionate.”

Nearing college graduation, she decided to become a clinical psychologist. Her GRE exams and grades were not high enough to allow entry to a Ph.D. program, so she entered a master’s degree program at the University of Colorado (Colorado Springs), with the intention of improving her record so she could reapply to a Ph.D. program. Her GRE scores improved dramatically, and she got some publications. Her marriage to a classmate, John King, “made us a dual career couple, with the attendant difficulty of finding Ph.D. programs for both of us in the same place.” Instead, they decided that John would earn his doctoral degree first.

While John was in a clinical neuroscience Ph.D. program at St. Louis University, their first child was born and Michelle worked on a multisite, NIAAA funded research study in St. Louis. They moved to North Carolina for John’s internship at Duke, where Michelle had their second child. “Then it was my turn. Despite John being on the academic fast track, our offers did not match so John delayed (necessary) postdoctoral study so I could start a Ph.D. program in Chicago.” (Fortuitously, that move worked out well for John.)

She chose to attend the University of Illinois, Chicago’s clinical program because doing so “allowed me to integrate clinical and community psychology in one program. I didn’t fully understand CP until I was immersed in the field at UIC, but, especially from the standpoint of mental illness, the concept of prevention seemed both logical and ethical to me.”

The practice at UIC was that a student advanced the professor’s research agenda. Roger Weissberg offered her a spot in his laboratory where she worked (1999-2004) with CASEL (Collaborative for Academic, Social and Emotional Learning). The work involved marketing CASEL to a wider audience and assisting in the implementation and evaluation of programs that were based on Emory Cowen’s school-based prevention model.

Michelle soon realized she was never going to be a clinician and so did not need clinical skills. She decided to drop the clinical major and concentrate on CP alone. Her mentor, Roger, tried to discourage her, believing that the combination of clinical and community psychology would open more doors. “However, knowing that I wanted to work in community psychology exclusively, I decided to concentrate on getting as much exposure to and training in that area as possible in graduate school.”

She also knew she would not be an academic but had little idea of what a practice career entailed. Her professors were committed to their academic careers, encouraging their students to follow their example. Students were aware that the professors regarded as their “best and brightest students” those who were bound for academia. A student with the “golden ring” was regarded as being “capable and driven enough to be bound for academic jobs at prestigious universities.”

Therefore, the professors were less equipped to mentor (or find jobs for) students who aimed for practice careers. In her NIMH-funded pre-doctoral fellowship, she was given a list of practitioners who could be interviewed so had some vague notion of the variety of roles possible. Her practicum was not a rich experience. “The practicum organization didn’t quite know what to do with us and, before we knew
it, it was over.” Throughout graduate school, she faced the question: “What will I do with the degree?”

Michelle felt a disconnect between her courses and the real world; she considered the classic publications of CP to be “idealistic – not the way the real world works.” On the other hand, she acknowledges that, although UIC’s CP program had many gaps in content for someone headed to a practice career, graduate school cannot be expected to teach everything needed for one’s future career.

In the only practice oriented course offered - program evaluation with Robin Miller - she learned that evaluation could constitute a viable career path for a community psychologist. A leader in the American Evaluation Association (AEA), Robin encouraged her students to participate in AEA conferences. Through Robin and AEA, Michelle discovered a viable network and her future career.

Michelle left Roger’s lab for another UIC project, on a multi-disciplinary team evaluating a Chicago public schools initiative to create 100 community schools. Her exposure to community schools, a strategy for addressing inequalities by engaging families, the community and partners around a school as a hub of the community, became her passion.

Michelle remembers being the first student in graduate school to have children. She recounts a career panel at UIC on which a woman professor advised students to wait until achieving tenure before having children. “This was disturbing to me although, certainly, having small children as a graduate student was challenging.” That challenge expanded greatly when, totally unexpected, she became pregnant – and with twins!

“I give Roger much credit for my having a Ph.D. degree. He was very flexible and practical as I desperately tried to juggle school, work and my pregnancy and subsequent births. He constantly reminded me that ‘the best dissertation is a finished dissertation.’”

Graduate school grew increasingly stressful, in part because all three of her sons were born with severe hemophilia. Fortunately, since her brother, Jason, was born, medicine has advanced significantly such that hemophilia is now a manageable condition, involving infusing a synthetic product every other day. The family also had pressing financial burdens. They hired a nanny so Michelle could return to graduate school postpartum and, because the family of six needed more space, they bought a house, meanwhile racking up debts. “While I was stubbornly determined to finish my doctorate, I had to be realistic about what I could reasonably accomplish. I learned to make fewer demands on myself, acknowledging that I could not be on the same career path as my friends.” She credits her friends with being very supportive. “As all graduate students will tell you, we learn as much from our fellow students as from our professors.”

John and Michelle decided to move to the Southwest. John found a position at the University of New Mexico Hospital in Albuquerque; Michelle had collected data for her dissertation from the community schools evaluation. “I was determined to finish my dissertation before I started looking for a job.”

They rented a 5-acre rural property in the mountains east of Albuquerque. The children and John commuted to the city each day. Michelle was isolated and alone with the dog, writing her dissertation. Soon after, they bought a house in the city. Meanwhile, her parents had divorced, and her mother left Illinois to move in with Michelle and the family. (A facility in Illinois was found to care for Jason.) While Michelle and John have a strong partnership with shared responsibilities for the children - Alexander (15), Julia (12) and Nathan and Owen (both 10) - Michelle’s mother helps out, as the third adult in the house.

Craving a supportive social network and wanting a foot in the door for a job, Michelle joined various organizations in Albuquerque and attended local meetings, making contacts along the way. The New Mexico Evaluators group was particularly helpful, and she is active in it currently. Soon after she defended her dissertation, she started working for Apex Education, a small company in Albuquerque. (Ironically, she found this job via a contact made at an AEA conference held in Baltimore.) Apex spans the spectrum of program planning and proposal development, including needs assessment, research, program design, evaluation design, data collection, training, professional development and technology. It is invited in as a contractor to federally-funded education programs because evaluation is required by the funders.

Michelle observes: “Evaluation is really a tool to make systemic changes in education. Our role as evaluators naturally expands to matters of content design, engaging people in making change and building organizational capacity for better management. I can offer much more than evaluation to clients.” For example, she has found that, once an organization has been awarded money, the staff frequently does not know what to do next. Apex works to provide supports to “get legs under a project … helping make good use of grant resources to effect change.”

Michelle’s schedule at Apex is flexible, working a minimum of 60% time but with the ability to “flex up” for more hours, when needed. She has brought in a number of projects to Apex. The problem is that each project (she is now responsible for seven) seems to involve travel to out of town conferences or national meetings. “While it is fun to travel, meet people, and share interesting ideas, it is reaching a point of being too much. I’m making a conscious decision to bow out of some of the travel.” She mostly works autonomously. However, as the number of clients increases, frequently with overlapping needs, the company’s staff
is working more collaboratively. Her colleagues, to whom she’s introduced CP principles, include an MBA (the owner), a political scientist, sociologist and experimental psychologist.

She took to heart a statement, heard at the pre-biennial practice summit in Pasadena, that we should always introduce ourselves as community psychologists and then explain what CP means. She has found that, once explained, people love the premise and the values of CP. She makes a concerted effort to bring CP into all of her work. “For example, I try to create a space for different voices, especially for parents in the school community.”

Her flexible, part-time employment allows her time to pursue other interests, such as being a Girl Scout leader, downhill skiing and hiking. One new outlet for self-expression is working in mixed media and fused glass, making jewelry, and through art journaling. She also pursues spiritual practice, including yoga and meditation, and attends an annual, week-long spiritual retreat. As a result, she feels more present and able to listen, both personally and professionally, and is more compassionate with others and herself.

Michelle sums up her current attitude: “I used to strive for balance in my different roles, but I’ve since learned that ‘balance’ is a fallacy. I take it a day at a time and live in the present. My current situation is perfect for me – family, church, causes, organizations, etc. I’ve given up making lists and striving. Although I’m passionate about my projects, I’ve learned to loosen my grip when I’ve become too attached; I do what I can do but recognize that I don’t have control over everything.”

Regional Update

Edited by
Susan Dvorak McMahon

I am pleased to welcome three new SCRA International Regional Liaisons and three new SCRA Regional Coordinators for the U.S.! From the Europe/Middle East/Africa region, we have Serdar Degirmencioğlu joining us from Istanbul Bilgi University in Turkey (serdardegirmencio@glu@gmail.com) and Joseph Simons-Rudolph joining us from American University of Cairo in Egypt (joest@aucegypt.edu). From Canada, we have Robb Travers joining us from Wilfrid Laurier University (rtravers@wlu.ca). From the U.S., we have two new Regional Coordinators joining us from DePaul University in the Midwestern region, Andrea Flynn (AFlynn@depaul.edu) and Nathan Todd (NTodd@depaul.edu) and one new Regional Coordinator from Nashua Community College in the Northeast, Michelle Ronayne (mronayne@ccsnh.edu).

Feel free to contact your Regional Coordinator or Liaison to learn more about the SCRA-related events going on in your region, to share your ideas, and to become more involved in SCRA. If you are interested in serving as a Regional Coordinator, Student Regional Coordinator, or International Regional Liaison, please contact me or a coordinator from your region. We are particularly in need of people from Latin American and the Southeast and Southwest regions of the U.S. Enjoy your summer!

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News from the Bay Area
Written by Danielle Kohfeldt & Regina Langhout

The network of Bay Area community psychologists and colleagues from other fields with interests in community-based research and intervention continue to meet once a semester for an informal colloquium. The Spring Colloquium, held April 29th at University of California at Santa Cruz (UCSC), had two very engaging presentations. Michael Eccleston, Founder of Sol de las Calles, spoke on Illuminando las Calles: Chicano/Latino Men Developing a Libratory Pedagogy. We also heard from Flora Lu, Assistant Professor in the Department of Latin American and Latino Studies at UCSC, who spoke about Indigenous Peoples, Markets and Health in the Amazon: Linking Research with Community. Both presentations sparked interesting group dialogues and were well attended.
For those interested in attending and/or presenting, please contact Danielle Kohfeldt or Gina Langhout (see emails below). The goal of our network is to provide a forum to informally discuss work in progress, network with other community practitioners, and provide an exchange of ideas related to community intervention work. The larger group meets twice a year while encouraging smaller groups to form around particular interests. If you would like to be on our mailing list, please email Danielle Kohfeldt (dkohfeld@ucsc.edu) or Gina Langhout (langhout@ucsc.edu).

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News from the Midwest
Written by Ray Legler

The Midwest region held its annual conference in collaboration with the Midwest Psychological Association conference on May 6, 2011 in Chicago at the Palmer House Hilton. Thirteen symposia and round-table discussion sessions and 21 posters were presented by practicing and aspiring community psychologists from across the region. Symposia and round-table presentations addressed issues such as community consultation, program evaluation in schools, community-based residential housing for recovering substance abusers, spiritual and organizational issues in community psychology, and service learning. The quality of the posters was quite high; outstanding posters addressed issues such as empathy, after-school programming, and mentoring. The day concluded with a social event at a near-by restaurant that allowed participants an informal opportunity to meet fellow students and practitioners, and served as an occasion to familiarize people with SCRA.

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News from the Northeast Region

Hello from the sunny and hot Northeast. What a difference four months makes! In our last update we were just hoping that a spring thaw would melt Boston’s record breaking snow in time for our annual SCRA mini-convention at the Eastern Psychological Association (EPA) conference, held this March in Cambridge, Massachusetts. A bit of unsettled spring rain storms notwithstanding, the conference went wonderfully. Katya Fels-Smyth, Founder and Executive Director of the Full Frame Initiative, kicked off our day with a very well-attended and inspiring talk about a model for services that takes the “full frame” of people’s lives into account, including their need for community. Following Fels-Smyth’s talk, SCRA was well-represented by several wonderful faculty and student paper and poster presentations, including a mixed poster and presentation session by a team of students from DePaul University. We concluded the evening with a group dinner at Redline in lovely Harvard Square. We hope to have even more of you join us next year at EPA in Pittsburgh, Pennsylvania, so look for the call for proposals for the March 2012 conference coming this fall.

Two of our coordinators, Amaris Watson and Anne Brodsky are stepping down this year. Congrats to Amaris who graduated from Salisbury University with a B.A. in Psychology in May! Michelle Ronayne is coming on as our new first year coordinator and we’re still looking for an undergraduate student to fill Amaris’ shoes. To volunteer or share other ideas and news with the NE Regional Coordinators, please contact: Lauren Cattaneo (lcattane@gmu.edu), Michele Schlehofer (mmschlehofer@salisbury.edu), Michelle Ronayne (mronayne@ccsnh.edu) or Samantha Hardesty (hardest1@umbc.edu).

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Australian Federal Budget
2011: Opportunities and Risks for Psychology
Written By Katie Thomas

The 2011 Federal Budget, released
on May 10, has highlighted mental health as a long term priority of the current Government and committed $1.5 billion to new programs. Approximately $0.5 billion will be funded by reducing current mental health initiatives. The government has announced an increased focus on the mental health needs of children, families and youth ($492 million over 5 years) and expansion of current youth mental health programs. $572 million over 5 years has been committed to improving outcomes for people with “severe and persistent mental illness.” There is a welcome increase in funding for services for indigenous clients. The total National Mental Health Reform Package over the next five years is $2.2 billion. It is unclear at this point whether this funding will be channelled into methods based on traditional clinical models of mental illness.

The budget had a central theme of increasing workforce participation with a particular focus on creating a workforce groomed for the mining sector. Australia’s economic well-being is heavily tied to the provision of resources to China. Many major newspapers ran their budget sections under a large banner of the Prime Minister in safety gear and coveralls pointing her finger and echoing the Uncle Sam War Call, “We want YOU!” The focus of the budget was on increasing workforce participation as the core method to drive economic growth. There was a specific agenda of getting people from disadvantaged backgrounds to join the workforce. This has traditionally been a conservative measure not associated with the “liberal” Australian Labour Party. The measures to be introduced under “Employment, Education and Workplace Relations” include targeting areas of ingrained poverty, including people with disabilities and jobless families, and enforcing compulsory workplace participation. Of particular concern was the gender biased nature of these targets which have a major focus on teenage parents and single parents, i.e., the population of mothers and single mothers.

It was apposite that two days after the Budget announcement, SCRA co-hosted a public interest meeting focusing on the processes of recovery from severe mental illness, particularly in relation to reintegration and sense of belonging to the community. One of the aims of the evening was to publicize Community Psychology in the membership drive prior to the June 9 cutoff for alternative College entry. Mr. Ken Robinson, the State Chair of the College, gave an overview of the sub-discipline as an organization. It was clear that the social justice orientation was of interest to this audience. The Australian College of Community Psychology grew by 10% in the last year and it is hoped that this growth can be equalled and surpassed by these types of Recruitment and Public Engagement activities.

The guest speaker was the Consultant Psychiatrist and Lead Clinician for Clinical Rehabilitation Services for Northern Metropolitan Adult Mental Health services (an area covering a population of around 500,000). Participants in the meeting raised the budget agenda of workplace participation requirements and discussed concerns about the effects for marginalised people (those with mental illness, indigenous people, single parents) of being forced into environments where they have previously experienced shunning, shaming and rejection. The issue of how to maintain social justice (i.e., addressing social causes for distress as well as providing individual treatment) was a strong theme of the discussion. Challenging questions were raised about ‘aftercare’ and how to ensure that, after mental illness, people return to support networks and communities that can sustain them rather than to enforced work programs. A three course meal was provided. The event was very successful with over half of the group being first time attendees and all expressing a desire to maintain contact with SCRA and to attend future meetings.

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**School Intervention Interest Group**

*Edited by Paul Flaspohler & Melissa Maras*

Greetings from the School Intervention Interest Group. For this issue of TCP, we embark on a new approach to the SIIG column. In recent issues, we have focused on interdisciplinary collaboration in schools by seeking out authors from different disciplines to write about issues germane to collaborating with school-based and school-linked professionals. Our over-arching goal is to create opportunities for dialogue among the various disciplines involved in school-based efforts with an emphasis on potential roles and contributions of community psychologists. Thus, for this and subsequent issues, we are focusing on unpacking the “alphabet soup” of larger-scale school-based initiatives community psychologists are likely to confront while working in and with schools. Columns will be presented in two parts: first, an expert will summarize one of the major programs, practices, or policies influencing schools today; second, a community psychologist will comment on potential implications of said initiative specifically for community psychologists engaged in school-based efforts.

In this issue, we feature a brief overview of Response to Intervention (RtI) contributed by Erica Lembke and Sarah Beyers from the Department of Special Education at the University of Missouri. Maurice Elias then offers a brief commentary on some implications of RtI for schools and community psychologists. He helps bridge concepts familiar to community psychologists and those underlying RtI (e.g., the public health model—primary,
Response to Intervention: An Overview
Written by Erica S. Lembke and Sarah Beyers, University of Missouri

For years, American school systems have relied on an ability-achievement discrepancy model as a way to determine if a student meets Special Education criteria for a Specific Learning Disability (SLD). This model is usually known as the “Wait to Fail” model because in order for a child to reach a discrepancy he or she must fall significantly behind peers academically (Fuchs & Fuchs, 2006b). Furthermore, this model provides little to no support to those students that need additional instruction but do not have a significant skill deficit to qualify for services. To complicate matters, the definition and criterion for meeting a discrepancy varies considerably across the nation (Fuchs & Fuchs, 2006b). In 1995, a solution presented itself as the National Council of Research proposed that it was time to determine an alternative method to the traditional ability-achievement discrepancy model (Fuchs & Fuchs, 2006a). The purpose of the first paper in this column is to provide an overview of the components and structure of RtI and the benefits this framework can provide to students.

Definition
The RtI framework mimics that of a prevention science model by providing a tiered approach to academic intervention (Lembke, McMaster, & Stecker, 2009). Whereas the prevention science model suggests universal, selective, and indicated prevention cycles (National Research Council and the Institute of Medicine, 2009), RtI employs three tiers of academic intervention: universal, strategic, and intensive (Fuchs & Fuchs, 2006a). Students are assigned to various tiers of intervention based upon instructional need. Students that fail to respond to research-based interventions at a tier level may be moved to receive a more intensive intervention. Lembke et al. further explain that students unable to respond to multiple tiers of intervention may be referred for special education services.

While RtI initially received the greatest amount of attention as a product of special education policy, schools have recognized that the essential features are important components of schoolwide reform efforts (e.g., see Lembke, Garman, Deno, & Stecker, 2010). These components are delineated in a recent guidance document published by the National Center on RtI and titled “Essential Components of RtI: A Closer Look at Response to Intervention” (National Center on RtI, rti4success.org), and include: 1) effective and efficiently run problem-solving teams; 2) a system of schoolwide benchmarking and progress monitoring utilizing technically adequate (reliable and valid) measures; 3) data decision-making rules in place; 4) evidence-based core instruction; and 5) a tiered system of evidence-based interventions. Fidelity of implementation of each of these components should be monitored and implementation modified as necessary based on the fidelity checks. When implementing RtI, schools self-assess to determine which components are already implemented with high fidelity and which components need to be refined or put into practice. The RtI framework provides an umbrella of best practices that schools can continue to perfect.

Benefits
Schools implementing RtI work to ensure they are meeting the needs of all students in their buildings, including students who are low achieving, but also those who are high-achieving. In this “era of accountability,” schools are being held to higher standards (e.g., performance on high stakes assessments, strong school-wide behavior program) and are therefore responsible for ensuring that all students are receiving instruction that is evidence-based and that decisions about student performance are made using verifiable data sources. As described earlier, the essential components in an RtI model all work to support enhanced outcomes for students. Benefits might include more accurate decision-making about student academic performance, greater ability to select core curriculum and interventions that are supported by evidence, enhanced problem solving procedures, and more consistent monitoring of student progress.

Research Support
The RtI model has been utilized to the greatest extent at the elementary level and in the area of reading;
implementation efforts are turning to mathematics and secondary settings. Across the nation, the majority of states have a guidance document for RtI implementation, a state plan for its use within special education decision-making, and a state website dedicated to RtI (e.g., rti4success.org, state database).

While research on RtI as a framework for school improvement is in the beginning stages, the Institute on Education Sciences is funding centers and research grants to examine specific components of RtI or models of RtI (www.ies.ed.gov). Recent studies have examined RtI as a model for early intervention in early childhood (see Jackson, Pretti-Frontczak, Harjusola-Webb, Grisham-Brown, & Romani, 2009, and VanDerHeyden & Snyder, 2006, for example), at the secondary level (see Windram, Scierka, & Silberglitt, 2007), and in mathematics (see Gersten et al, 2009). Future research directions highlighted in the literature include additional work looking at longitudinal effects, more work to validate RtI for use at the secondary level (including what components are most important at the high school level), and how RtI works for use in the identification process.

For further information on RtI, please visit the websites for the National Center on RtI (rti4success.org) and the RtI action network (rtinetwork.org).

References

How and Why to Use RtI to Promote Universal School-Wide Mental Health and Prevention-Related Interventions at a Policy-Systems Level
Written by Maurice J. Elias, Rutgers University

RtI provides promise, opportunity, and challenge for community psychologists. Some of us old folks will associate the three-tiered framework of RtI with primary, secondary, and tertiary prevention. While we are thrilled to see schools embracing this model, we also might suspect, and rightly so, that RtI is also an inverted pyramid when it comes to mental health, with the least systematic attention being given to the universal intervention dimensions. The essence of RtI is that it should be built on sound universal interventions. Hence, we should not be surprised that RtI has become most prominent at the elementary level and focused on reading and math, areas where there are universal programs, assessments are plentiful, and evidence-based intervention approaches abound.

RtI for behavioral interventions sometimes occurs in the absence of universal programs. In New Jersey, RtI in practice often means that when a child is identified as exhibiting early signs of difficulty, a team gets together and designs an assessment process that often involves teachers gathering data and then implementing procedures in their classrooms for a specified period of time. When it comes to reading and math, effective Tier 2 interventions are best built on the specific approaches that exist at the universal level; when children do not respond to Tier 2, particularly early in their development, prompt further evaluation and supplemental services are necessary. But the situation is very different when it comes to mental health.
Community psychologists should insist that schools adopting RtI adhere to the theories underlying RtI and build secondary preventive interventions on solid universal approaches that promote social-emotional and character development (SECD) in all children via systematic, continuous, coordinated school-wide and classroom-based interventions. In the absence of doing so, focusing interventions on individual children after they show signs of problems is akin to blaming the victim, with secondary blame falling on the teachers who are asked to implement interventions without building on a solid foundation. (I will not address the added challenges in urban districts characterized by high turnover rates among students and staff, which make systemic approaches even more essential, as well as misguided reallocation of resources away from SECD and toward academic test preparation activities.)

Paradoxically, there are abundant evidence-based universal and school-wide approaches to SECD, usually under the rubric of social-emotional learning, school-based prevention, character education, and school climate improvement. The evidence is gathered in key sources referenced below (Berkowitz & Bier, 2006; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias, 2003; Zins, Weissberg, Wang, & Walberg, 2004) and there are clear and specific guidelines for practitioners that go beyond specific programs, toward generic approaches of bringing a variety of universal interventions together in synergy and in promotion of a positive school culture and climate (Dunkelblau, 2009; Cohen & Elias, 2011; Elias & Arnold, 2006; Lickona & Davidson, 2005; Novick, Kress, & Elias, 2002; Osher, Dwyer, & Jackson, 2004).

Community psychologists cannot solve the systemic problem raised by improper implementation of RtI by intervening with individual schools, or even districts. Our attention must be directed at the level of policy, toward legislators, school board members, and professional associations. Since RtI calls largely on student support professionals to lead the process, these groups must be helped to see that secondary level behavioral-emotional interventions not built on strong universal interventions are not likely to succeed, or at least will be much harder to implement successfully. The implementing professionals, as well as the teachers who are typically the front-line deliverers of school-based interventions, will suffer frustration and, often, failure, as a result of being neither well-prepared nor adequately supported, currently or developmentally, for what they are being expected to accomplish. Working at the appropriate levels of analysis and intervention, community psychologists can leverage existing resources toward improving overall wellness and learning in schools.

**Our attention must be directed at the level of policy, toward legislators, school board members, and professional associations.**

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**Resources for School-Wide, Systematic, Tier-1 Universal SECD/Preventive Interventions**


The purpose of this article is to describe potential opportunities for SCRA members to exercise public policy influence...
opportunities will present themselves regardless of location in relation to the state capitol as legislators need district offices across the counties they serve to properly represent their constituents.

Illustration of Potential Model Legislation

Public Policy Proposal: Preventing Discrimination, Stereotyping & Harassment

Not long ago, legislation was signed to prevent discrimination, stereotyping and harassment related to race and culture. As reported on the SCRA List serve on May 6, 2010, the first bill nationally was passed by Wisconsin legislators and signed into law that establishes a fair process to end the use of race-based names, nicknames, logos, or mascots at the school district level. Specifically, the legislation enforces current law that prohibits discrimination against students on various grounds including race and ancestry by establishing rights of complainants to initiate a hearing process to evaluate the merits of the complaint. Moreover, substantive penalties subject school boards to fines from $100 to $1000 per day that it uses the race-based name, nickname, logo, or mascot in violation of the order (Wisconsin Senate Bill 25, 2010, p. 1). This legislation is a matter of social justice in that it provides a specific and concrete way to combat discrimination, harassment and stereotyping in educational settings. Senate Bill 25 dated February 3, 2009 states:

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: Section 1. 118.134 is created to read: 118.134 Race-based names, nicknames, logos, and mascots. (1) Notwithstanding s. 118.13, a school district resident may object to the use of a race-based name, nickname, logo, or mascot by the school board of that school district by filing a complaint with the state superintendent. The state superintendent shall notify the school board of the receipt of the complaint and schedule a contested case hearing within 45 days after the complaint is filed. (2) At the hearing, the school board has the burden of proving by clear and convincing evidence that the use of the race-based name, nickname, logo or mascot does not promote discrimination, pupil harassment, or stereotyping, as defined by the state superintendent by rule. (3) The state superintendent shall issue a decision and order within 45 days after the hearing. If the state superintendent finds that the use of the race-based name, nickname, logo, or mascot does not promote discrimination, pupil harassment, or stereotyping, the state superintendent shall dismiss the complaint. If the state superintendent finds that the use of the race-based name, nickname, logo, or mascot promotes discrimination, pupil harassment, or stereotyping, the state superintendent shall order the school district to terminate the use of its race-based name, nickname, logo, or mascot within 12 months after issuance of the order. Decisions of the state superintendent under this subsection are subject to judicial review under ch. 227.

Legislation often addresses the most compelling and urgent of social problems and is essential to advancing and influencing public policy.

In my view, this bill is precisely the kind of legislation that reflects CP core values and has potential applicability in other state jurisdictions.

empowers individuals who are being harassed, or their advocates, to file a complaint and initiate an investigation. It appears enforceable as it subjects school districts to financial penalties, under statutory timeframes. It represents intervention at the highest levels of systems—the state legislature. It does not impose arbitrary or disruptive statewide prohibitions against any form of logo, nickname or mascot but rather instead creates a mechanism to, within 45 days, initiate a process to assess the complaint. This legislation appears to be very thoughtful and respectful of individual rights, particularly low self-empowered children and students who otherwise may be subject to...
harassment or bullying, which itself is a problem of national proportions. In my view, this bill is precisely the kind of legislation that reflects CP core values and has potential applicability in other state jurisdictions. This bill appears to illustrate that there is significant potential and opportunity for SCRA members to help identify Model legislation and potentially propagate it. There are, no doubt, many other laws with Model qualities that could potentially be adapted and/or applied in other jurisdictions.

With the proper training opportunities incorporated within CP graduate programs including internships, externships, practicum and dissertation research, as well as within SCRA itself, including core competency based workshops before and during future Biennials, public policy can be practically incorporated within CP training and SCRA. This should advance social justice, promote the public good across many states and further recent and longstanding Presidential visions to aggressively incorporate the social policy priority within SCRA.

Christopher Corbett is a master’s level community psychologist and has been Legislative Committee Chair since 1999 for a nonprofit organized by families of individuals with disabilities who advocate for disabled citizens in New York State. He is also author of a public policy related book: “Advancing Nonprofit Stewardship Through Self-Regulation: Translating Principles Into Practice” [Kumarian Press, April 2011] which is responsive to the Sarbanes-Oxley Act of 2002 and the request by Senators Grassley & Baucus, on behalf of the Senate Finance Committee, for improved governance and accountability to reduce nonprofit scandals in the nonprofit sector.

References


Footnotes
1 APA has a longstanding Policy Resolution against use of race-based mascots (2005). Also, some news reports indicate at least one lawsuit was filed challenging Senate Bill #25; others may result as districts receive complaints. The legislation, in any event, illustrates that some laws possess core CP values that appear highly worthy of propagation in other states. Finally, for space reasons, the Senate Bill 25 dated February 3, 2009 is used here which is abbreviated compared to the full version that contains additional implementing procedures, such as making allowance for cost impacts and providing for time extension. The full version is available at: http://legis.wisconsin.gov/2009/data/acts/09Act250.pdf, (accessed May 22, 2011).
Student Issues
Edited by Todd Bottom and Lindsey Zimmerman

Student Travel Awards

In 2010, the SCRA Executive Committee voted to increase the number of student travel awards to 24 total awards dispersed across the Biennial, Regional Eco Meetings, and APA annual convention. Although there were originally only 8 awards specified for the Biennial, the national student representatives, Todd Bottom of DePaul University, and Lindsey Zimmerman of Georgia State University, shifted 4 awards away from APA and Eco this year in order to provide 12 total travel awards for the Biennial. This was a carefully considered decision, but we felt that it made sense to better meet the much greater demand for Biennial student travel awards. This decision allowed us to fund the competitive top 33 percent of applications we received while also retaining travel awards for APA and Eco. Application review for student travel awards includes a CV, a 300-word statement including a description of the student’s conference presentation topic(s) and its relevance to SCRA and community psychology, as well as the cost of tickets, distance traveled, description of financial need, and goals in attending the conference. It is also important to note that all of the winners’ membership in SCRA was up-to-date. Students should subscribe to the SCRA Student Listerv at S-SCRA-L@lists.apa.org and regularly check the SCRA website at www.scra27.org to learn about opportunities for travel funding to scientific conferences, download applications, and submit proposals by the application deadlines.

SCRA Biennial Awards

We had a very competitive pool of 36 applicants for the 2011 Biennial Student Travel Awards! It is very exciting to report that ALL of the 2011 SCRA student travel award winners are both first author on at least one presentation and are also authors on more than one presentation. Congratulations go to the following students who each received the $300 award:

- Ashley Boal, Portland State University
- Agostino Carbone, University of Federico II, Naples, Italy
- Victoria Chien, University of South Carolina
- Laura Kati Corlew, University of Hawai‘i, Manoa
- Jesica Fernandez, University of California, Santa Cruz
- Mary Gray, Portland State University
- Sharon Hakim, Wichita State University
- Dawn Henderson, North Carolina State University
- Chris Kirk, Wichita State University
- Danielle Kohfeldt, University of California, Santa Cruz
- Melissa Stompolis, The University of North Carolina, Charlotte
- Kaleigh Vance, Portland State University

American Psychological Association Awards

Congratulations also go to Katherine E. Coder of the Institute of Transpersonal Psychology, and Rachel L. Suffrin of Northwestern University, winners of $300 travel awards to the APA Annual Meeting. Both of these award winners are pursuing careers in community psychology and will present research at the annual convention in Washington D.C.

Student Events at the SCRA Biennial

SCRA Student Social

The Biennial kicks off with student colleagues in the famous Jay Pritzker Pavilion of Millennium Park, Thursday, June 16, immediately after the opening reception (6 p.m.). Food and beverages are provided, so students just need to bring the fun! At 6:30 there is a free concert, “Music Without Borders,” in the Pavilion. The picnic is at the SE corner of the Pavilion grounds (nearest to the corner of E Monroe St. and S Columbus Dr.).

SCRA Student Involvement Session at the Biennial

On Friday, June 17, from 11:45 a.m. to 12:30 p.m. in the Pritzker Auditorium of the Harold Washington Library, students can learn more about how to get involved in SCRA and discuss barriers to active participation. The panel includes current SCRA President, Pat O’Connor, incoming President Jim Cook, National Student Representative, Lindsey Zimmerman, and three active members of the Council of Education Programs and Practice Council committees of SCRA, Tiffany Jimenez of Michigan State University, Victoria Chien of the University of South Carolina, and Sharon Hakim of Wichita State University. Student involvement in SCRA makes a difference!

Mentorship at the Biennial

There are several mentorship opportunities for students at the biennial. Including an orientation breakfast on Friday, from 8 a.m. to 9 a.m. at Roosevelt University. There are also lunchtime small group discussions focused on students’ specific career interests. These lunch discussions are on Friday (12:30 p.m. to 1:30 p.m.) and Saturday (1 p.m. to 2 p.m.). There are also additional opportunities for individual mentoring, speed mentoring, and even a “Find the Mentor Contest.” Students should review the SCRA biennial program to find more details about these events.
Announcing the SCRA Video Contest

Students should keep an eye on the SCRA website for details about the SCRA YouTube video contest with first ($300), second ($200), and third ($100) place prizes! The SCRA biennial marks the official announcement of this long-awaited contest. Prizes will be awarded to creators of videos that best demonstrate the competencies of community psychology in action. Students may have an edge in this contest, as video recording equipment is often available through universities. Of course, even smart phones can often be used to create effective video media of your work. Videos should be less than 10 minutes and briefly present an example of community psychology research, practice, and education efforts. To reference a list of 17 community psychology competencies to highlight in video submissions, see the “Do the work” section of the Community Toolbox at http://ctb.ku.edu/en/dothework/index.aspx. All types of video styles, and all types of community psychology projects, including 1) stakeholder interviews, 2) neighborhood, program, building, and site tours, 3) workshop, focus group, and stakeholder meetings, 4) collective actions and political or policy advocacy, or 6) edited summary videos describing the life of a project - all are welcome! The purpose of the videos will be to show ongoing collaborations and projects that highlight the unique value of community psychology. Show your colleagues your community psychology actions, and provide a service to SCRA, by creating a video to be used for web outreach on the SCRA website and on the YouTube channel! Updates will be provided regularly at www.scrastudentreps@gmail.com. 🎥

Upcoming Election: SCRA National Student Representative 2011-2010

Every August during the annual APA convention, a national student representative cycles out of his/her two-year position. This summer, the 2009-2011 National Student Representative (NSR) Lindsey Zimmerman will finish her term. SCRA student members should consider running for NSR. The position includes wonderful networking and learning opportunities, including a voting role on the SCRA Executive Committee, and compensation for travel to the SCRA Biennial and APA. Therefore, the position helps to represent student interests in SCRA decisions and budgeting, but it also helps with the professional development of the NSR. Those who wish to run need to develop a single page statement about themselves and their goals for their term as NSR and email it to: scrastudentreps@gmail.com. This statement will be included in a survey monkey ballot distributed via the SCRA student listserv (S-SCRA-L@lists.apa.org) during the month of July. Keep an eye on the SCRA student listserv and SCRA website to submit your candidacy and register your vote for the 2011-2013 SCRA National Student Representative term. Thanks in advance for participating in this upcoming election!

The Community Student
Edited by Lindsey Zimmerman and Todd Bottom

Where have all the children gone? Addressing the pressing need for more ecologically-oriented approaches to research on adolescent homelessness

Written by Dorothy Skierkowski, Central Connecticut State University

Homelessness among adolescents is a pressing problem that continues to be largely ignored by the public and policymakers alike on a global scale. According to the National Coalition for the Homeless (2008), as of 2002, there were approximately 1,682,900 homeless and runaway youth in the United States. Due to recent lack of availability of affordable housing, as well as underutilization of shelter services (the
level that homelessness data is typically collected), this figure is likely to have increased substantially in the last eight years. More recent statistics presented by the National Alliance to End Homelessness (n.d.) indicate that in any given year, five to seven percent of American youth will become homeless.

In light of the number of homeless young people who are currently being underserviced by the social welfare system of the United States, an ecological analysis of the variables promoting this phenomenon is necessary to ameliorate the problem for youth who are currently suffering from lack of adequate care, as well as to help youth who may be at risk for becoming homeless in the future. An ecological analysis of the variables perpetuating this problem includes examination of individual, community, macrosystem, and socio-political elements to create a comprehensive and multi-dimensional understanding of this complex and dynamic issue. Only when such a comprehensive approach has been employed can future policies even begin to attempt to eradicate youth homelessness in the years to come.

However, because of the stigma associated with youth homelessness, and the inherent difficulties in studying the ecological factors associated with this issue, careful consideration must be taken of the research that has been conducted on adult homeless populations in order to extrapolate and integrate applicable findings to younger groups. Among adults, a large number of studies choose to focus on individual factors associated with homelessness, such as mental illness and/or substance abuse. Framing homelessness in terms of individual pathology ignores the social nature of this issue, in that some of the basic underlying problems contributing to homelessness include a fundamental lack of adequate low-income housing in impoverished areas of the country, lack of social support within the community, and lack of employment. These elements can be understood as hierarchically-nested ecological factors that maintain the current status quo. Examining each of these perspectives is important in creating an integrated and multidimensional ecological approach to understanding and clearly defining homelessness. Due to the complexity and sensitivity of this social issue, adopting an ecological approach is critical in that it takes into consideration the availability and flow of resources and power within any one community, locality, and/or other larger socio-political system.

In the United States, Minnery and Greenhalgh (2007) identify a need to create a coherent language to describe what is actually meant by the term ‘homelessness’ in public policy. Policies that define homelessness only in terms of transitory or chronic housing issues will offer very different services than those that define homelessness along a continuum of individual behavioral and mental health related issues concerning temporary, recurrent, or chronic lack of housing. For instance, an individual who is displaced for an evening or two on a recurrent basis, but is able to maintain some sort of housing in between such episodes, will likely have a much different set of needs than an individual who has no other choice available but to sleep in public places. The practice of lawfully restricting the latter in many large cities within the United States, without providing adequate alternatives for afflicted individuals within the community, is representative of an effort to remove these unwanted individuals from the public eye and, thus, minimize the problem by merely pretending it does not exist. Using law enforcement to manage homeless populations creates an image of the average homeless individual as a dirty, diseased, transient, and non-contributing member of society who is draining governmental resources and is a burden to the average, hard-working taxpayer. The underlying assumption of such policies is, thus, that homelessness is a marginal problem unworthy of social support because it is ultimately the individual who is to blame for their own misfortune rather than the larger macrosystem in which that individual interacts with on a multitude of organizational levels.

Interestingly, current programs available to people experiencing homelessness on a wide range of levels are targeted at those select few who have specifically sought out shelter services. By restricting access to invaluable social welfare services, such as education, healthcare, mental health, employment, dental care, legal counseling, and childcare, only to individuals who are currently utilizing emergency shelter services, the current system promotes a situation in which the prevalence of homelessness cannot be reduced. In summary, when the only viable aid for individuals in a housing crisis is to seek emergency shelter services, the rate of individuals seeking these services will not decline. This situation promotes an interesting paradox within the current shelter welfare system; the very services that are aimed at promoting independent living are provided only to those who continue to reside in and utilize emergency shelters, thus fostering a sense of dependence on the social welfare system (Culhane & Metraux, 2008).

While the factors influencing the experience of homelessness among adults and adolescents may differ in terms of causal attributes, social support, and extent of substance abuse and/or mental illness, as well as the types of resources that are available to these unique populations,
the overarching assumption behind most policies toward both groups has been that change should occur on an individual level. For youth, this has resulted in the implementation of programs that are coercive, restrictive, inflexible, and reminiscent of previous negative home environments. These programs ignore the autonomy and independence of many homeless youth and often represent an attempt to reinstate their former family status, without recognizing the positive characteristics of youth. Underlying these types of policies is the premise that the nuclear family is the ideal definition of ‘family’ in the United States. Youth who defy this perspective and seek alternative modes of social support are either marginalized for failing to fit neatly into this mold, or are coerced into inflexible definitions of how children should think, look, and behave within the traditional family unit in order to receive much needed aid.

While the deficits, limitations, and problems of homeless adolescents have been well-documented in the literature, these elements must be understood within the context of a parallel discussion of the strengths of homeless street youth as well. Understanding the strengths of this population can help researchers and policy makers create programs that recognize the unique capacities of this population and draw upon existing positive characteristics to encourage a community-supported rise out of poverty. Rather than promoting a picture of hopelessness and despair, as many one-dimensional deficits-focused programs imply, strength-based perspectives can offer a sense of hope, encouragement, and community belongingness to youth unresponsive to other forms of homelessness intervention. While much of the research on youth homelessness has been conducted from a deficits-based perspective, a small number of researchers have identified the limitations of this perspective and have offered alternative strength-based views (Bender, Thompson, McManus, Lantry, & Flynn, 2007; Israel & Jozefowicz-Simbeni, 2009).

Lastly, it is also important to recognize that there is a disconnect between policies aimed at attenuating the problem of homelessness for adults and those policies that have been created to address the needs of homeless adolescents. This gap is largely influenced by underlying societal assumptions of what homelessness implies for each age group. Although an ecological assessment of childhood risk factors for homelessness is an important first step in resolving this problem before at-risk or homeless children emerge in society as homeless adults, very little attention has been called to this concern. Indeed, it would appear that despite differences in the focus of specific programs and policies for adults and children, both groups are faced with the obstacle of overcoming one-dimensional perspectives in favor of a more unified and integrative ecological approach that considers all facets of the homelessness experience. It is only when new research adopts this perspective, and informs policies and provisions within this framework, that homelessness can be ultimately eradicated from the social map in future years to come.

**References**


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**Announcements**

**Winner of the Best Dissertation on a Topic Relevant to Community Psychology**

**Using geostatistical models to study neighborhood effects: An alternative to using hierarchical linear models**

**Steven James Pierce, Ph.D.**

**Michigan State University**

**Abstract**

Neighborhoods are important ecological contexts that influence the development, behavior, health, and welfare of their residents. Community psychologists studying
neighboring effects usually turn to hierarchical linear modeling (HLM) to test multilevel theories that explain neighborhood effects by examining the links between neighborhood characteristics and resident outcomes.

Geostatistical modeling (GSM) can also test such theories, but it relies on a different way of conceptualizing neighborhoods than used in HLM and few social scientists have ever applied this method. This study developed an argument for why GSM may be a valuable alternative to HLM, then applied both methods to study the effects of neighborhood crime and neighborhood socioeconomic status (NSES) on residents’ perceptions of neighborhood problems. Applying them to the same data allowed the study to examine the effect of varying the neighborhood boundaries used to measure crime and NSES and to explore whether the conceptual and statistical differences between HLM and GSM led to different scientific inferences about crime and NSES effects on residents’ perceptions.

While HLM and GSM models detected similar amounts of neighborhood-level variance and autocorrelation in perceived neighborhood problems, GSM provided a better description of the data from this sample because crucial HLM assumptions about the independence of the residuals were violated. The specific neighborhood boundaries used to measure crime and NSES in this study had important implications for the size and statistical significance of their effects.

For this sample, GSM showed that circular buffers centered on residents’ homes provided better operational definitions of the neighborhoods than the fixed cluster boundaries required by HLM. The HLM models overestimated the size and significance of the NSES effect on perceived neighborhood problems due to inaccurate assumptions about the residuals at both levels of analysis. The GSM models did not suffer problems with their residuals and showed that while a cluster-based NSES measure did not affect residents’ perceptions in these data, NSES measured in 0.2 km radius buffers around residents’ homes did (but not as strongly as indicated by the HLM models).

The GSM models showed that residents’ perceptions of neighborhood problems were more sensitive to crime occurring inside 1.1 km radius buffers around their homes than they were to the level of crime occurring inside the much smaller neighborhood cluster boundaries used in the HLM models. Thus, HLM underestimated how strongly crime affected residents’ perceptions in this study because crime was not measured on the right spatial scale, despite following “best-practice” advice from the HLM literature to choose the smallest neighborhood units that are feasible.

The study concludes by discussing the implications of the findings for conceptualizing and operationally defining neighborhoods, measuring neighborhood-level constructs, and applying research findings to inform community intervention efforts. Future directions for research are suggested, as are some ways of dealing with the practical issues of using GSM.

David Faigin, Ph.D.
Bowling Green State University

Abstract

The present study is a qualitative inquiry focused on understanding community-based theater involving people living with psychiatric disabilities through the narratives of the troupe members and directors. The study uses a grounded theory case study design to investigate The Stars of Light theater troupe in Rockford, Illinois. The research specifically explores the developmental processes of the troupe and its members, social activism, and critical characteristics of the theatrical form. The project addresses individual, setting/group, and community levels of analysis using semi-structured interviews, a focus group, and archival/performative data. Emergent themes were analyzed through a hierarchical coding process that ultimately generated 18 theoretical constructs across the three primary domains of interest (developmental processes, social activism, and characteristics of theater). Findings indicate that individual, setting, and organizational characteristics interact with one another in a variety of ways, including 1) troupe flexibility enhances sustainability and personal growth, 2) personal gains from involvement are carried forward...
into other life settings outside the
troupe, and 3) troupe activities impact
the wider community in several ways
beyond direct audience contact. Results
also revealed emergent constructs
related to the identity development
of consumer participants, setting
dynamics and trajectories, and theater
as a means of aiding in the recovery
process. These constructs are discussed
in relation to previous research and
theory related to recovery, identity and
serious mental illness (SMI), consumer-
driven programs, and arts initiatives.
Specific recommendations are presented
for mental health settings, theater
settings, and activist organizations;
study limitations and suggestions for
future inquiry are also discussed.

Biography

David Faigin, Ph.D., received his
dateorate in Community-Clinical
Psychology from Bowling Green State
University in Ohio. He completed
his pre-doctoral training at the Hines
VA Hospital in Chicago, IL, and is
currently completing a post-doctoral
clinical/research fellowship with
the Department of Psychiatry at
Dartmouth College. Dr. Faigin has
worked with mental health consumers
living with chronic and severe
mental illness for the past 10 years
in a wide variety of treatment and
community-based settings. In recent
years his focus on the development,
implementation and research of
community-based artistic initiatives
expanded from the SMI population to
include military veterans, specifically
those recently returned from Iraq
and Afghanistan. He is currently on
the board of directors of the Vet Art
Project, a non-profit organization that
works to connect veterans and their
supporters to community arts and
artists in order to explore personal
narrative, community reintegration,
and use art as a means of social change
around veterans’ issues. He plans
on continuing to bring community
research and practice methodology to
bear in arts-based settings that promote
social reintegration, stigma reduction,
and mental health system change.

Submit your
dissertation for a SCRA
Dissertation award

Is it possible that you just
touched one of the most
relevant dissertations in the field
of community psychology and/or
wellness in the last 2 years?
Well…YES! It is possible!
But — you will never know
if you don’t try.
We are currently accepting nominations
for two dissertation awards.
DEADLINE FOR NOMINATIONS:
November 18, 2011

Best Dissertation on
a Topic Relevant to
Community Psychology:

The purpose of the Society for
Community Research and Action
annual dissertation award is to identify
the best doctoral dissertation on a topic
relevant to the field of community
psychology completed between
September 1, 2009 and August 31,
2011 — any dissertation completed within
these dates may be submitted.
The completion date for the dissertation
refers to the date of acceptance of the
dissertation by the granting university’s
designate officer (e.g., the graduate
officer), not the graduation date. Last
year’s nominees (excluding the winner)
may resubmit dissertations if the dates
are still within the specified timeframe.
Criteria for the award:

Relevance of the study to
community psychology, with particular
emphasis on important and emerging
trends in the field; scholarly excellence;
innovation and implications for
theory, research and action; and
methodological appropriateness.

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

This award will honor the best
dissertation of the year in the
area of promotion of wellness.
Wellness is defined consistent with
the conceptualization developed
by Emory Cowen, to include the
promotion of positive well-being
and the prevention of dysfunction.
Dissertations are considered
eligible that deal with a range of
topics relevant to the promotion of
wellness, including: a) promoting
positive attachments between infant
and parent, b) development of age
appropriate cognitive and interpersonal
competencies, c) developing settings
such as families and schools that favor
wellness outcomes, d) having the
empowering sense of being in control
of one’s fate, and e) coping effectively
with stress. The dissertation must be
completed between September 1,
2009 and August 31, 2011 — any
dissertation completed within
these dates may be submitted.
Criteria for the award:

Dissertations of high scholarly
excellence that contribute to knowledge
about theoretical issues or interventions
are eligible for this award.

For Both Dissertation Awards:

The winners of both dissertation
awards will each receive a prize of
$100, a one year complimentary
membership in SCRA, and up to
$300 in reimbursement for travel
expenses in order to receive the award
at the APA meeting in 2012.
Materials required:

Individuals may nominate
themselves or be nominated by a
member of SCRA. A cover letter
and a detailed dissertation abstract
should be submitted electronically to
the Chair of the Dissertation Awards
Committee. The nomination cover
letter should include the name, graduate
school affiliation and thesis advisor,
Stephanie Riger, Ph.D., was presented the 2011 Seymour Sarason Award for Community Research and Action at a reception held at the Art Institute of Chicago during the 2011 SCRA Biennial Conference. The award, established in 1993, is given biennially and is accompanied by a $1,000 check.

Dr. Riger is a Professor of Psychology at the University of Illinois Chicago and, for a decade, was the Director of UIC’s Gender and Women’s Studies Program. Among her many honors, she was awarded SCRA’s (2000) Award for Distinguished Contributions to Research and Theory; received UIC’s highest faculty honor, University Scholar (2002-3); and is the recipient of UIC’s Graduate Mentoring Award (2011). She also has the notable distinction of winning two Distinguished Publication Awards (in 1981 and 1993) from the Association for Women in Psychology. Dr. Riger pursues policy-related research that examines the impact of changes in welfare policy on victims of domestic violence and the evaluation of domestic violence and sexual assault services.

Dr. Riger was jointly nominated for the Sarason Award by Drs. Chris Keys and Gloria Levin. Dr. Keys wrote: “She is perhaps the leading scholar at the intersection of community psychology and feminism. She has encouraged community psychologists to rethink issues from a feminist perspective and has enriched feminist thinking by reframing women’s issues in community psychological terms.” Addressing the action research criterion for the Sarason award, Dr. Levin emphasized Dr. Riger’s longstanding and productive relationships with grass roots (rape crisis centers and domestic violence shelters) organizations and her pro bono consultation to numerous agencies in Chicago and Illinois which address policies impacting women’s lives.

The Seymour B. Sarason Award for Community Research and Action

This award was established in 1993 to recognize individuals working in the conceptually demanding, creative, and groundbreaking tradition of Seymour B. Sarason.

The criteria include:
1. novel and critical rethinking, reframing, and reworking of basic assumptions, approaches, and issues in the human services, education, psychology, mental retardation and other areas of community research and action,
2. major books and other scholarship that reflect these new approaches within the context of historical wisdom, and
3. action-research and other action efforts that reflect these new approaches.

Those working both in academia and applied settings, including government, are eligible for this $1,000 award, given biennially by SCRA (The Society for Community Research and Action), which is Division 27 of the American Psychological Association. The award winner is invited to present a major address at the Society for Community Research and Action biennial conference which takes place every other June. The address is published in the American Journal of Community Psychology.

Past recipients are:

2011 Stephanie Riger
2009 Ed Seidman
2007 Raymond P. Lorion
2005 Rhona S. Weinstein
2002 Rudolf H. Moos
2001 James G. Kelly
1999 Julian Rappaport
1997 Murray Levine
1995 Emory Cowen
1993 Edward Zigler

The Award Fund currently stands at $17,000. Additional contributions will enable the fund to maintain its award level. Contributions can be sent to:

The next award announcement will be in 2012 by Chiara Sabina at sabina@psu.edu.

SCRA INTRODUCES NEW AWARD!

SCRA Early Career Award

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

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

Initial nominations should be sent to Jim Cook at jcook@uncc.edu by November 18, 2011 and include:

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

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

Award recipients will receive a fee waiver for registration for the Biennial Conference.

The award will be given every year and award recipients will be recognized at the Biennial.

Candidates may nominate themselves.

Contact: Dr. Chiara Sabina, chair and Member at Large for Early Careers, Penn State Harrisburg, at sabina@psu.edu.
in all cases; one or more of the remaining criteria must be present:

1. Engaged at least 75% time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology; past winners cannot be nominated;

2. Demonstrated positive impact on the natural ecology of community life resulting from the application of psychological principles;

3. Challenged the status quo or prevailing conceptual models and applied methods; and

4. Demonstrated personal success in exercising leadership based on applied practice.

Initial nominations should be sent to Jim Cook at jcook@uncw.edu by November 18, 2011 and include:

1. The name and contact information of the nominee;

2. A 250-500 word summary of the rationale for nomination; and

3. A statement, which can be from the nominee, that documents clearly and specifically his or her eligibility for this award by describing how he or she “engaged at least 75% time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology.” This statement can consist of a brief list of the years, the settings, and the activities, but it should be sufficiently detailed so that there is no doubt about the eligibility.

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

Past recipients are:

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<th>Year</th>
<th>Name</th>
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<tr>
<td>2010</td>
<td>William Neigher</td>
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<td>2009</td>
<td>Andrea Solarz</td>
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<td>2008</td>
<td>Richard Jenkins</td>
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<td>Jerry Shultz</td>
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<td>Debi Starnes</td>
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<td>Ed Madara</td>
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<td>Maurice Elias</td>
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<td>David Chavis</td>
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<td>Beverly Long</td>
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<td>Thomas Wolf</td>
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<td>Carolyn Swift</td>
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<td>1983</td>
<td>Saul Cooper</td>
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Specific criteria for the award include two or more of the following:

1. Consistent, high quality mentorship and contributions to the professional development of one or more ethnic minority students and/or recent graduates involved in community research and action;

2. Contribution to fostering a climate in their setting that is supportive of issues relevant to racial/ethnic diversity and conducive to the growth of ethnic minority students and/or beginning level graduates;

3. A history of involvement in efforts to increase the representation of ethnic minority persons either in their own institutions, research programs, or within SCRA; and

4. Consistent contributions to the structure and process of training in psychology related to cultural diversity, particularly in community programs.

Nomination Process:

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

Please submit nominations by November 18, 2011 to Pam Martin,
Past recipients are:

2009  Meg Bond
2008  Stephen Fawcett
2007  Craig Brookins; Hirokazu Yoshikawa
2006  Robert Sellers
2005  Yolanda Balcazar
2004  Mark Roosa
2003  William Davidson II
2002  Shelley Harrell
2001  Ed Seidman
2000  Gary Harper
1999  Isaiah Crawford
1998  Maurice Elias; Ricardo Munoz
1997  Beth Shinn
1996  Melvin Wilson
1995  Irma Serrano-Garcia
1994  Oscar Barbarin
1993  Hector Meyers
1992  Forest Tyler
1991  Leonard Jason; Stanley Sue

Award for Special Contributions to Public Policy

The purpose of SCRA’s Award for Special Contributions to Public Policy is to recognize individuals or organizations that have made exemplary contributions in the public policy arena. Those whose work contributes to public policy, whether from community agencies, academia, or non-government agencies, both national and international, are eligible for consideration. Priority will be given to a living member of SCRA, an allied discipline, or an organization involving individuals who have made important contributions to public policy, broadly defined.

Nomination Process:

Both self-nominations and nominations by students or colleagues will be accepted. Those submitting nominations should send:

- For an individual: CV or resume (full or abbreviated), statement (maximum of four pages) regarding major social policy contributions of the individual, and up to three letters of support.
- For an organization: CV or resume for organization head or key individual, organization description/mission statement, statement (maximum of four pages) regarding major social policy contributions of the organization, and up to three letters of support.

Please send nominations by November 18, 2011 to Chair of the Social Policy Committee: Nicole Porter, nporter@depaul.edu, or to Center for Community Research, 990 W. Fullerton, Suite 3100, Chicago, IL 60614. Submissions by email would be especially appreciated.

Past Recipients:

2009  Steven Howe
2007  Leonard Jason

Outstanding Educator Award and the Excellence in Education Programs Award

These two awards are sponsored by the SCRA Council of Education Programs (CEP).

Criteria for these awards include two or more of the following:

1. Promotion of innovative strategies in education that integrate community psychology theory and action;
2. Significant contributions to the structure and process of education in community psychology, research, and action;
3. Consistent, high quality teaching and mentorship contributing to the professional development of students and/or recent graduates involved in community research and action; and
4. Contribution to fostering a positive climate that supports undergraduate and graduate students in their setting.

Collaborative work with students, activities, publications, and curricula relevant to the criteria indicated above, should be highlighted.

Outstanding Educator Award

The purpose of this annual Award is to recognize a SCRA member who has made exemplary and innovative contributions to the education of students about community psychology and community research and action.

Nomination Process:

Both self-nominations and nominations by students or colleagues will be accepted. Those submitting nominations should send:

1. A nomination letter (no more than 3 pages long) summarizing the innovative educational strategies promoted by the nominee, and how they contribute to the education of community psychologists and the development of the field of community research and action (and speak to the criteria listed above);
2. One letter of reference (2 letters if the nomination is a self-nomination);
3. Course evaluations and other types of evaluations from students/recent grads; and
4. A curriculum vita of the nominee.

Past Recipients:

2010  Jim Dalton
2009  Sylvie Taylor
2008  Marek Wosinski
2007  Patricia O’Connor

Excellence in Education Programs Award

The purpose of this biannual Award is to recognize an exemplary undergraduate and/or graduate program that has innovative structures, strategies, and curricula that promote development of the field of community psychology and community research and action.
Nomination Process:
Both self-nominations and nominations by individuals or organizations outside the program will be accepted. Those submitting nominations should send:

1. A nomination letter (no more than 4 pages long) should describe the basis of the recommendation and summarize the features of the program that would qualify it for the award (in relation to criteria specified above). The nomination letter should also include a listing of the program faculty and other resources (e.g., community-based organizations, community expertise), relevant publications, and the ways in which they contribute to the education of undergraduate and/or graduate students; and

2. One letter of reference (2 letters if the nomination is a self-nomination). Reference letters should come from individuals outside the program, and may include representatives of community agencies/organizations with whom the program is associated, graduates of the program (out for at least 3 years), or colleagues in other programs in the college/university or outside the college/university.

Past Recipient:
2010 Applied Community Psychology Specialization, Antioch University Los Angeles
2007 DePaul University

Please send nominations for both awards by November 18, 2011 to: Dr. Gregor Sarkisian at gsarkisian@antioch.edu.

John Kalafat Award
John Kalafat's life work integrated the principles and research of community psychology with their practical applications. John left a rich legacy in the published literature and in the many communities he helped strengthen. To continue his vision, two annual awards have been created in his honor.

The Community Program Award.
This award will honor programs or initiatives that demonstrate a positive impact on groups or communities as validated by program evaluation; build foundational bridges between theory, research, and improving the world, and/or demonstrate excellence in integrating training and program development in crisis intervention.

2009 Screening for Mental Health, Inc
SOS Signs of Suicide Prevention Program

The Practitioner Award.
This award will be a monetary stipend to an individual who exemplifies John's unique characteristics as mentor, teacher, and advocate, and especially his passion in making the benefits of community psychology accessible to all.

2011 Tom Wolff & Isaac Prilleltensky
2009 Bill Berkowitz

To make a nomination, e-mail kalafataward@scra27.org by November 18, 2011.

More at www.johnkalafat.com

NOW IS THE TIME TO NOMINATE SCRA FELLOWS!
DEADLINE FOR NOMINATIONS: November 18, 2011

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

Applications for Initial Fellow status must include the following materials:

1. A 2-page Uniform Fellow Application (available from Anne Bogat—see email and address at end of section) completed by the nominee;

2. 3 to 6 endorsement letters written by current Fellows,

3. Supporting materials, including a vita with refereed publications marked with an “R,” and

4. A nominee’s self-statement setting forth her/his accomplishments that warrant nomination to Fellow Status.

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

Nomination Process: Complete nominations should be submitted by November 18, 2011 to Maurice Elias email: rutgersmje@aol.com, or to U.S. mailing address: Rutgers University, Tillet Hall, Room 405, 53 Avenue, Livingston Campus, Piscataway, NJ 08854-8040.
Society for Community Research & Action
Membership Application

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

Primary Job Title: __________________________
Secondary Job Title: __________________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member

_____ Fellow _____ Member _____ Associate _____ Student _____ Lifetime Member

APA Member Number (if known): ________________

Please indicate any Interest Groups or Committees you would like to join:

_____ Aging _____ Organization Studies
_____ Children & Youth _____ Prevention & Promotion
_____ Community Action _____ Rural
_____ Community Health _____ School Intervention
_____ Cultural & Racial Affairs Committee _____ Self-Help & Mutual Support
_____ Disabilities _____ Social Policy Committee
_____ Interdisciplinary Committee _____ Environmental Justice
_____ International Committee _____ Women’s Committee
_____ Lesbian/Gay/Bisexual/Transgender Concerns _____ Indigenous
_____ Council of Education Programs _____ Council for Community Psychology Practice

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

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

Sex: _____ Female _____ Male

Race/Ethnicity (check all that apply)

_____ Native American, Alaskan Native or Native Hawaiian _____ Hispanic/Latino
_____ Asian or Pacific Islander _____ White/Caucasian
_____ Black/African American _____ Other: __________________________

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

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

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

<table>
<thead>
<tr>
<th>United States Member</th>
<th>$ 75.00</th>
<th>$ _______ . ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Member</td>
<td>30.00</td>
<td>_______ . ____</td>
</tr>
<tr>
<td>International Member</td>
<td>60.00</td>
<td>_______ . ____</td>
</tr>
<tr>
<td>Senior Member—must be 65 or over, retired, and a member of SCRA/Div 27 for 20 years</td>
<td>15.00</td>
<td>_______ . ____</td>
</tr>
<tr>
<td>Are you retired? ___ Yes ___ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What year were you born? __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What year did you join SCRA? __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please consider supporting the following SCRA initiatives by contributing to the following funds</td>
<td>Please Consider Giving</td>
<td></td>
</tr>
<tr>
<td>SCRA Student Initiatives Fund: Your contribution will help support student initiatives, e.g., conference travel awards, poster presentation awards, and the mentoring initiative.</td>
<td>5.00 10.00 15.00</td>
<td>_______ . ____</td>
</tr>
<tr>
<td>If most members gave $10, this fund would gain $10,000 for student initiatives this year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCRA International Travel Grants Fund: Your contribution will help bring international members to the Biennial Conferences.</td>
<td>5.00 10.00 15.00</td>
<td>_______ . ____</td>
</tr>
<tr>
<td>If most members gave $10, this fund would gain $10,000 to support international travel to future Biennials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$ _______ . ____</td>
</tr>
</tbody>
</table>

Payment by:

☐ Enclosed check (made out in United States dollars, paid to the order of SCRA)

☐ Charge to my credit card: ____ Visa ____ MasterCard

Name on Card: ________________________________

Billing Address: ________________________________

City: __________________ State: _____ Zip: __________

Security Code: ____________

|   |   |   |   |   |   |   |   |   |   |

Authorized Signature: ________________________________

Expiration Date: _____ / _____

month / year

Please send form and credit card payment information or check to:
SCRA (Div 27), 4440 PGA Blvd #600, Palm Beach Gardens, FL 33410.
Name on Card
Annual membership is based on a calendar year, January 1st through December 31st.
One year's dues are payable in full with application.
Those joining in November or December will be extended through December 31 of the following year.

Thank you for your support of the

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

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

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

UPCOMING DEADLINES:

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

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