From the President
Jean Hill
New Mexico Highlands University

SCRA and Lobbying
One of the issues that we as an organization have been focusing on for the past few years is the question of how to embody the “Action” part of the Society for Community Research and Action. We have experienced much progress in this area, particularly through the efforts of the Community Psychology Practice Council, but there is still much more to be done. The goal of the Public Policy Committee is to initiate and support our organization and our members in doing public policy work. There are several reasons why we believe SCRA should be actively engaged in public policy. Community psychology values explicitly state that our responsibility does not end with developing and synthesizing research – we have the further responsibility of ensuring that our research is used for the betterment of our society. There is often a huge disconnect between public policies and what the research says are effective approaches for dealing with social issues. Engaging in public policy work is a clear avenue for SCRA to realize our values and mission.

As a non-profit organization in the United States, specifically a 501(c)(3), SCRA is subject to limitations regarding the type and amount of lobbying we can do. In this column I hope to give some clear guidelines regarding the ways in which our activities are restricted, including what we can never do, what we can always do, and what we can do with some limitations.

What We Can Never Do
There is only one class of activities that SCRA, because of its 501(c)(3) status, can never engage in – activities that could be construed as campaigning for or against any candidate for public office. This includes any activity that comments in any way on the election of a particular candidate, or that is related to fundraising for a specific campaign. That’s it. That is the only thing we are completely prohibited from doing.

What We Can Always Do
SCRA can always provide education on broad social issues. That education can include presenting a specific position regarding the issue. This means that there are no limitations on the amount of resources SCRA can devote to educating the public or legislators on issues such as poverty, violence, homelessness, crime or any other issue of concern to our members. We can develop a specific position regarding those issues, and communicate that position to anyone we like, as often as we like. The key point is that these communications cannot refer to a specific piece of legislation, or pending legislation.

We can comment on legislation, so long as we do not take a specific position regarding the legislation. So, for example, SCRA can develop white papers summarizing the research related to a specific piece of legislation, as long as the paper provides an inclusive review of the research and does not present an opinion on the legislation.

There are a few instances in which we can present an opinion on a particular piece of legislation without that activity being considered lobbying. For example, we can serve in an amicus role in litigation. We can also provide technical assistance or advice to a government body that asks SCRA for that assistance or advice. In short, if we are asked for an opinion, we can give it, even if it relates to a specific piece of legislation.
What We Can Sometimes Do

In general, lobbying can be defined as communicating a clear opinion regarding a specific piece of legislation. SCRA can engage in lobbying activities, but our 501(c)(3) status places limits on how much lobbying we can do. Lobbying can take two forms, direct lobbying or grass roots lobbying. There are different limitations on the two forms of lobbying, so as an organization we need to understand the difference.

Direct lobbying involves any communication with a legislator (or his or her staff) that includes a position in favor of or opposed to a specific piece of legislation.

Grass roots lobbying is any communication with the general public that 1) presents a position regarding specific legislation, and 2) includes a call to action. A call to action could involve identifying specific legislators voting on a bill, asking the public to contact a legislator or his or her staff, or including a method to contact legislators (e.g., email link, postcard, petition, or letter).

The definitions of both direct and grass roots lobbying are specific. If one part of the definition is missing it is not considered lobbying. If we arrange to meet with a legislator to discuss non-partisan research on a broad social issue, without reference to specific legislation, that is not direct lobbying. If we communicate with the general public regarding a specific viewpoint on a specific piece of legislation, but do not include a call to action, that is not grass roots lobbying.

How Much Lobbying Can We Do?

How much lobbying SCRA can do and still maintain our non-profit status is subject to legally specified limits. First we must determine how we will measure your lobbying activities. You can use the insubstantial part test or the 501(h) expenditure test.

The insubstantial part test just asserts that lobbying is not a substantial part of our organization’s overall activity. Since the IRS has not actually defined “insubstantial” many 501(c)(3) organizations were left feeling confused, and nervous. So in 1976 Congress introduced the 501(h) expenditure test.

Under 501(h) rules, the IRS allows an organization to use expenditure records to document the extent of lobbying activity. All expenditures must be allocated to lobbying and non-lobbying activities, and expenditures for lobbying activities must be allocated to either direct lobbying or grass roots lobbying.

There are clear limits on how much a non-profit agency can spend on lobbying activities (generally up to 20% of its annual expenditures, with a one million dollar limit). Of the amounts spent on lobbying, not more than one quarter can be spent on grass roots lobbying.

Generally, organizations that support non-profits engaging in lobbying (such as the Alliance for Justice, and the Center for Lobbying in the Public Interest), recommend the use of the expenditure test. This is also the method that APA uses.

For SCRA, all of this means that we can work to identify, develop and support the passage of specific pieces of legislation that reflect the research and values of our field. We can engage in lobbying. But we must do it mindfully. We need to make an active decision to lobby regarding a piece of legislation, we need to ensure that those lobbying activities reflect the values of our organization, and our members, and we need to track the resources we use in those lobbying activities.

If you agree that SCRA should engage in policy work, including lobbying, and would like to be part of that effort, please consider joining the Public Policy Committee. Look for Judah Viola’s column in this issue describing some of our current initiatives.

Jean
We are delighted to have been selected as the new Co-Editors of The Community Psychologist (TCP). We would like to extend our appreciation and thanks to Maria Chun and David Jackson for their dedication and commitment to the members of the Society for Community Research and Action (SCRA) through their leadership in producing TCP over the past three years.

Since many members may not be familiar with our backgrounds or involvement with SCRA, we’ve provided brief biographical sketches summarizing our professional experience and prior service to SCRA below:

Gregor is an Associate Professor at Antioch University Los Angeles where he directs the Master of Arts in Psychology, Individualized Concentration and teaches primarily within the Applied Community Psychology (ACP) specialization. Gregor has been in active member in SCRA since 1997. He has served as the Chair of the Council of Education Programs (CEP) and co-chaired a special task group between the CEP and the Community Psychology Practice Council (CPPC). Gregor’s current research interests are focused on pedagogy and professional training in community psychology. Gregor has over fifteen years of professional experience working with groups, organizations, and social institutions to address issues affecting local communities. His professional roles have included an MFT Therapist Intern, Child Protective Social Worker, a Critical Incident Stress Debrief, Mental Health Case Manager, Program Consultant and Evaluation Consultant. Gregor has worked on grants funded through the Substance Abuse and Mental Health Services Administration (SAMHSA) (i.e., National Child Traumatic Stress Initiative), the French Foundation for Medical Research and Education, the San Francisco Unified School District, the California Student Aid Commission, EdFund, and the SCRA.

Sylvie is a Professor at Antioch University Los Angeles where she serves as the Director of the ACP specialization (recipient of the 2010 SCRA/CEP Outstanding Program Award). Sylvie also oversees the Community Partnership Speakers Bureau, the service arm of the Specialization, which has provided prevention-based psychoeducational programming through non-profit organizations and schools to nearly 20,000 residents of Los Angeles County. In addition to her duties as the Co-Editor of TCP, Sylvie currently serves on the CEP. For over two decades Sylvie

From the Editors
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Neil Boyd, Lycoming College
PREVENTION & PROMOTION
Chris Keys, DePaul University
PUBLIC POLICY
Judah Viola, National Louis University
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Susan Dvorak McMahon, Depaul University
RURAL ISSUES
Susan Helm, University of Hawai’i at Manoa
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SCHOOL INTERVENTION
Paul Flaspohler, Miami University; Melissa Maras, University of Missouri
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The Aging Interest Group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.
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margaretmhartings@earthlink.net
CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families Interest Group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.
Chair: Richard N. Roberts, (435) 797-3346
COMMUNITY ACTION
The Community Action Interest Group explores the roles and contributions of people working in applied community psychology settings.
Chair: Bradley Olson, (773) 325-4771
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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.
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DISABILITIES
The Disabilities Interest Group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action, and influences community psychologists’ involvement in policy and practices that enhance self determination, personal choice, and full inclusion in the community for people with disabilities.
Co-Chairs: Kendra Lijnenquist, ksljilen@bu.edu;
Eric Stalk, erinestock@gmail.com
ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is focused on health promotion, disease prevention, and environmental degradation. With a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequity, this group explores the role community psychology can and should play in understanding these urgent changes to our ecology.
Chair: Courte Voorhees, (505) 306-7323
GLOBAL INDIGENOUS
The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific branch of the Society for Community Research and Action. The aims of this group are interrelated. Firstly, it wants to support SCRA members who are conducting indigenous research by providing a forum for the exchange of ideas, literature and experience. This will assist the Group’s more specific focus which is to utilize our combined resources more effectively to conduct strengths-based praxis towards raising public awareness of the plight of indigenous people and addressing the social justice issues they face in oppressive dominant societies.
Co-Chairs: Daniela Bissett, bdbissett@unsw.edu.au;
Lizzie Finn, lfinn@unsw.edu.au
LESBIAN, GAY, BISEXUAL, & TRANSGENDER (LGBT)
The LGBT Interest Group increases awareness of the need for community research and action related to issues that impact LGBT people, and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities, and/or who identify as LGBT.
Co-Chairs: Carl Bug, bugl@cpp.edu;
Margarita Valente, valent80@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) 512-3970
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 Griffth, derekgm@umich.edu
RURAL
The Rural Interest Group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Co-Chairs: Susana Helm, helms@dsop.hawaii.edu;
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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 Flaskholler, flaskholler@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, lbd12@depaul.edu
has served communities in the greater Los Angeles area providing critical incident stress debriefing to First Responders, consultation to a wide range of community-based organizations, and direct mental health services to children, youth and families in underserved communities. Her research has focused on stress resilience in poor, urban children and more recently, in collaboration with Gregor, on pedagogy in community psychology. Sylvie was the 2008 SCRA/CEP Outstanding Educator Award recipient.

Over the next three years, we will be embarking in some new activities to further develop TCP. First, and most significant, we have been charged by the Executive Committee (EC) to develop a web-based version of the TCP in addition to the print version. After the web-based and print versions have been in circulation for a year, we will explore the advantages and disadvantages of continuing both formats and make recommendations to the EC. We will also be making smaller changes to the look of TCP in the nearer future.

In this issue, we have an exciting compilation of articles that all seem to meet at the intersection of community psychology practice. In her Presidential column, Jean Hill describes the opportunities for SCRA to engage in lobbying activities while in the public policy column edited by Judah Viola, Neil Wolman articulates a potential role for SCRA in advocating preventive policy to promote health and reduce government deficits.

In a joint contribution from The Community Practitioner and Education Connection Columns, edited by Susan Wolfe and Jim Dalton, a draft of Competencies for Community Psychology Practice, recently approved by the EC, is presented for review and comment by SCRA members. As educators of community psychology, we are very excited by the guidance that the practice competencies have provided to our students in learning about a range of community psychology (CP) skills that they can learn in our program as well as skills that span beyond our program. As academic program developers, we are excited to learn more about how our students learn practice competencies as well as identify competencies that we do not provide training in but would like to incorporate as our program develops into the future. In line with the topic of education in CP, Chris Corbet describes the potential role of SCRA in facilitating educational opportunities to further solidify our development as a profession and provides concrete action steps for SCRA to develop a leadership role in developing innovative collaborations with Universities to provide competency-based continuing education. And, in the Environment and Justice column edited by Manuel Reimer, Felix Munger describes a new role of the community psychologist as Civic Expert and discusses how CP skill sets (e.g., multi-sector collaboration) are needed to better address the social aspects of environmental sustainability.

Three contributions are also centered on the theme of faith-based community psychology practice. In the Living Community Psychology Column, Gloria Levin profiles Jennifer Hosler, a community psychologist who recently returned from a two-year faith-based peacebuilding mission in Nigeria. Next, Mark McCormack explores the dialectic between faith and action research, and, Joe Ferrari, Elizabeth Matteo, Vicky Karahalios and Shannon Williams examine community service self-efficacy among students from two Catholic universities.

Additionally, in this issue we welcome and learn about SCRA’s new student representative, Danielle Kohfeldt, as well as the work of other community psychologists locally and around the world through the Regional Updates column edited by Susan Dvorak McMahon, the Rural Updates column edited by Susana Helm and Cecile Lardon, News from the Women’s Committee edited by Michelle Ronayne, and, a special feature on violence prevention targeted at women in Jamaica by J’Nelle Stephenson. Finally, the 2012 SCRA awardees are presented.

Gregor and Sylvie

Public Policy
Edited by Judah Viola

In 2011 and 2012, the SCRA Policy Committee has been making incremental progress toward supporting members in their social and public policy work. Some of the initiatives include: the small grants program, workshops offered at national conferences, a rapid response mechanism for SCRA to take action and a survey of the membership, the SCRA policy connection website and more. To really help us put the “Action” in our name to the fore, a number of members, including our new president (and member of the policy committee), Jean Hill, have been advocating for us to take on a policy related topic that most members can get behind. We have favored the idea of taking on a multi-year, member-driven initiative grounded in the theory and empirical evidence around Promotion and Prevention. The overall goal is to encourage federal, state and local governments to adopt promotion and prevention-related policies based on the recognition that these models—particularly strengths- and empowerment-based models—offer the clearest avenue toward increasing the health, productivity, vitality and welfare of our communities and society while simultaneously decreasing public expenditures.
With such a broad topic like promotion and prevention, we have struggled to determine how to frame our work. We will soon be sharing some potential activities and strategies. To push our thinking we have requested Neil Wollman, a tireless advocate through organizations such as Psychologists for Social Responsibility, to share some ideas for what a prevention model might look like. Below are excerpts of some of his ideas contained within several papers on prevention policy. To view more detail and thoroughly cited information on this topic see his full article [2].

**Selected Ideas from: A Prevention Model for Reducing Federal and State Deficits While Benefiting Society**

*Written by Neil Wollman*

*Senior Fellow, Bentley Alliance for Ethics and Social Responsibility*

*Bentley University*

The growing federal debt has become such a looming problem that President Obama appointed a National Commission on Fiscal Responsibility and Reform to tackle it. So far, the public discourse has focused on two seemingly necessary solutions that are scorned by certain populations—raising taxes and cutting current government programs. If instead, far more funds were put upfront to prevent problems before they arise, future spending would be reduced, along with the need for as many taxes hikes and program cuts. Spending now will pay off later, often in three to ten years, but sometimes helping far in the future, when budget concerns will, of course, continue. This prevention model is primarily associated with health care (it is cheaper to prevent than treat an illness), but it could be applied across diverse budget sectors. Here are some examples beyond healthcare:

- **1)** High-quality early childhood programs can begin a pipeline for high school and college graduation and employment which will feed our tax base, while reducing the need for more expensive future education interventions or those based in the criminal justice system. Such Early investment leads to higher incomes later in life.
- **2)** Various social services present other opportunities for savings. For example, providing safety net services for needy populations (food, housing, and counseling), lowers future costs.
- **3)** Some have looked at the area of green or environmental accounting finding cost savings in environmental management techniques such as pollution control, waste control, and energy conservation. Also, increased regulatory monitoring and technological improvements in industries should mean fewer oil spills and other environmental accidents, hence less spending on clean-up, repairs, and health care and economic aid for those effected. Preventive legislation like Cap and Trade can reduce greenhouse gases/global warming, reducing later costs related to health care, water shortages, disruption of economic activity, and so on.
- **4)** Research on which government programs have been based is not rigorous; i.e., the programs were established on invalid or insufficient evidence. Thus it will be important to start with rigorously tested best-practices programs, pilot test less researched programs being considered, and to do regular evaluation of program effectiveness. Fortunately there now exist many databases referencing successful “evidence-based programs” in both areas covered here and otherwise (e.g., successful interventions in lowering pregnancies, hospital visits/some health and well being problems, unemployment and lower wages, drop-out rates/disciplinary problems/academic difficulties/learning and developmental disabilities/non-preparedness for school, substance abuse, violent and criminal behavior/recidivism, psychopathology, welfare needs/homelessness, environmental problems like energy waste, and dysfunctional parenting/family and life skills). Different entities differently define what is “well-tested” and thus caveats just mentioned should be followed. But there are currently ample rigorously evaluated programs to move ahead. Additionally, there is work that has proven itself in its application. The new area of “implementation science” should help this process. Some groups work specifically on scaling up smaller efforts. For example, through organizations and website such as Social Impact Exchange and public/private Ventures serve a gathering places and info sharing hubs to “scale up” innovation.

An important advantage of
There is no simple solution to the debt problem, but prevention can be a piece of the puzzle, perhaps a significant one, and with social benefits that alone are worth implementation.
Introduction
This document presents a delineation of competencies for practice, intended to promote intensified discussion and development of graduate and professional education for community psychology practice. Community practice in this perspective includes action and advocacy for social and community change, building organizational and community capacity, developing and implementing prevention and intervention programs, participatory community research, and program evaluation. All community psychologists practice in the sense of performing collaborative work in communities, and thus need skills for practice. Some community psychologists spend much or all of their time in practice; their work requires rich competence in a diverse array of skills.

The issue of understanding and enacting ‘process’ or ‘practice’ skills in our work has long been a concern in our field (Bennett et al. 1966; Kelly, 1970, 1971, 1979). Recently, community psychologists involved in community practice have advocated developing a set of competencies for practice (e.g., Dziadkowicz & Jimenez, 2009; Hazel, 2007; Julian, 2006; Ramos, 2007; Scott, 2007; Wolff, 2011). Competencies for practice have also been a focus of the Value Proposition initiative in SCRA; the list in this document is based on that work (Neigher and Ratcliffe, 2011; Ratcliffe & Neigher, 2010). Competencies for practice have also been a focus of the Value Proposition initiative in SCRA; the list in this document is based on that work (Neigher and Ratcliffe, 2011; Ratcliffe & Neigher, 2010). Several issues of The Community Psychologist have included commentaries on competencies and how they can be learned (Bond, Hostetler, Tran & Haynes, 2012; Dalton, Elias, & Julian, 2007; Dalton & Julian, 2009; Wolfe & Dalton, 2010a, 2010b, 2011a, 2011b). Corbett (2008) discussed opportunities for developing competencies through professional workshops. Psychologists in Australia, New Zealand and Italy have developed similar conceptions of competencies for practice (Australian Psychological Society, 2010; Francescato, 2007; Francisco, 2012; University of Waikato School of Psychology, 2012). These issues also have been discussed at many SCRA biennials, especially forums at biennials since 2005.

In 2010, members of the SCRA Council of Education Programs (CEP) and Practice Council (CPPC) formed a task group to draft a list of competencies for community psychology practice. This work built on the competencies identified through the Value Proposition work done by CPPC (Neigher and Ratcliffe, 2011; Ratcliffe & Neigher, 2010). This group presented a draft list of competencies for practice at a plenary session at the 2011 biennial (Meissen, 2011). Discussion at this session and soon after led to adding a competency for prevention and to agreement that CPPC and CEP were ready to begin finalizing a list of competencies with definitions.

After the 2011 biennial, CEP and CPPC appointed a new Task Group on Defining Practice Competencies to develop a full set of competencies and definitions. The Task Group met extensively in conference calls during the fall of 2011. Task Group members included Jim Dalton, Andrew Hostetler, Bret Kloos, Rhonda Lewis, and Gregor Sarkisian from CEP; and Tom Wolff, Allen Ratcliffe, David Julian and Dawn Henderson from CPPC. The Task Group reviewed the literature cited above, solicited suggestions for competencies and for language and definitions from the SCRA-L listserve and a blog on the SCRA website, consulted the Australian and New Zealand competencies lists, and consulted specific persons on specific competencies (e.g., Sociocultural and Cross-Cultural Competence). The Task Group made extensive revisions in definitions, and formulated an overall structure to organize the competencies into groups, including a set of foundational principles. The Task Group also sought consensus on how these competencies could be understood and used.

In early 2012, the Task Group presented its draft list and definitions of Competencies for Community Psychology Practice to the CPPC, CEP, and SCRA Executive Council for discussion, revision, and approval. This document represents the product of that process, and has been approved by the CPPC (Feb. 17, 2012), CEP (Feb. 24, 2012) and SCRA Executive Council (March 1, 2012). SCRA submitted the approved draft to the American Psychological Association Office of Counsel for review on March 2, 2012. In May, the APA Office of Counsel suggested disclaimer language for SCRA to use as SCRA continues to develop and refine the Practice Competencies document.

In the future, SCRA envisions a number of ways to use this set of competencies. These include, but are not limited to:

- Focusing ongoing discussions of the competencies needed for effective community psychology practice;
- Articulating for prospective employers the contributions they could expect from practicing
Developing expertise in these competencies is in a sense closely related to assumptions, and that applying them in practice is a value-laden endeavor. Nonetheless, for the purposes of facilitating teaching and learning, we articulate them as a set of competencies.

**Competencies, not Accreditation Standards**

SCRA proposes the Competencies for Practice to promote dialogue and innovation in community psychology training and practice. These competencies are **not** intended as standards for accrediting programs or licensing individuals. Instead, they provide a common framework for discussion of the skills involved in community psychology practice, and how those skills can be learned. Skills for practice and the processes of learning them are contextual, and methods and opportunities for learning are always evolving. However, a common framework for discussion of these skills can promote a more articulate, productive dialogue about the nature of community psychology practice and how students can learn the skills for that practice. This common framework also promotes constructive dialogue with potential employers about practice competencies that community psychologists may have, in general. SCRA expects conceptions of competencies for practice to evolve over time, as we learn more about practice and education for practice. Yet we need an articulated place to begin.

For graduate programs, the competencies provide a resource for reviewing curricula and field experiences, and for developing new learning opportunities and innovative methods of teaching and mentoring students. Students and young professionals can use the competencies to develop personal educational plans and inform career development activities. Prospective students, especially those interested in practice careers, can use the competencies to compare the skills emphasized in each graduate program.

SCRA recognizes that these competencies are infused with values assumptions, and that applying them in practice is a value-laden endeavor. Nonetheless, for the purposes of facilitating teaching and learning, we articulate them as a set of competencies.

**Prioritizing Competencies**

SCRA does **not** expect every graduate program to offer extensive training or opportunities to learn every competency. This is a long list of competencies, exemplifying the complexities of community psychology practice and the worlds in which practitioners work. Developing expertise in these competencies is in a sense a career-long journey. Nonetheless, we seek to provide a framework within which each graduate program can review how training in specific competencies for practice occurs within its curriculum and field experiences, and consider how the program might broaden and strengthen that training.

SCRA emphasizes that these skills are often learned and practiced through interprofessional, interdisciplinary, interdepartmental collaborations.

**Levels of Training**

SCRA also recognizes that these competencies can be developed to differing levels of mastery. We use a working framework of **Exposure**, **Experience**, and **Expertise** to categorize levels of these competencies (Kloos, 2010). For each competency, this framework would involve:

- **Exposure**: In core community courses, all students learn about the value of this competency and how it can be applied in community psychology practice.
- **Experience**: In selected courses, including supervised practica/fieldwork, students can choose to gain supervised practice in performing tasks and actions related to the competency.
- **Expertise**: Upper level students can choose competencies in which to develop further experience and attain a higher level of expertise. This might involve several field experiences over several terms or years. Postgraduate experiences and continuing education allow further development of expertise in specific competencies.

A master’s level program has less time for this process than a doctoral program, and every program must consider its priorities carefully. Yet this framework helps to conceptualize the developmental process of learning single or multiple, related competencies.

SCRA proposes that all graduate students in community psychology be educated in all competencies at the exposure level. SCRA also proposes that each graduate program identify the competencies for which their program trains students beyond exposure, including providing experience and leading to the level of expertise. These two steps will allow programs, students, and employers to understand the training for practice available in each program and in the field as a whole.

**Transparency of Training**

SCRA also hopes to provide a framework for transparency of training, so that prospective and current students can discern the practice competencies that are prioritized by a particular program, how these competencies can be learned through that program, and how extensive or thorough that training is. To that end, the Council on Education Programs plans to survey the extent and nature of graduate training in these competencies, as part of its regular, periodic survey of...
graduate programs. This portion of the graduate program survey would collect information from each graduate program on which practice competencies can be learned there, at exposure, experience and/or expertise levels. It would also provide information on how each competency is taught (classes, practica, etc). Future discussion with graduate programs will involve this draft and future draft of the Practice Competencies as needed.

Value Proposition and Communicating with Potential Employers
The SCRA Practice Council will also use the Practice Competencies (this draft and future drafts as needed) in their work in communicating with potential employers. The Practice Council plans to use these competencies in a survey of employers, and in future work with the Value Proposition developed by the Council.

Competencies

Note on Definitions: The competencies, especially the foundational principles, overlap and interlock in their meaning. SCRA sought to minimize but not eliminate those overlaps below.

Foundational Principles
These foundational principles represent fundamental values and perspectives of community psychology, as well as competencies for applying those values and perspectives in practice. To apply any competency in practice, a community psychologist would articulate and use ecological and empowerment perspectives, competently work across cultural boundaries, form inclusive partnerships with community members and organizations, and employ critical ethical reflection.

1. Ecological Perspectives
The ability to articulate and apply multiple ecological perspectives and levels of analysis in community practice.
Articulate and apply an ecological systems perspective, considering multiple contextual factors at macro-, meso- and micro-levels, for understanding community and organizational issues.
Identify processes of interdependence, resource exchange, adaptation and succession in settings and communities.
Address multiple ecological levels and ecological resources and processes in the design, implementation, and evaluation of community and social action initiatives and programs.
Articulate and apply ecological systems perspectives in relation to other competencies for practice.

2. Empowerment
The ability to articulate and apply a collective empowerment perspective, to support communities that have been marginalized in their efforts to gain access to resources and to participate in community decision-making.
Promote the exercise of greater power (access to resources and decision making) for communities that have been marginalized.
Articulate and promote collective empowerment among individuals working together to achieve shared goals through meaningful community engagement.
Assist community members in identifying personal strengths, and shared social and structural resources, that will promote their collective empowerment.
Enact empowering processes through working in genuine, inclusive partnerships with community members and organizations.
Support diverse, contextual forms of collective empowerment appropriate for different communities.
Articulate and apply empowerment principles in relation to other competencies for practice.

3. Sociocultural and Cross-Cultural Competence
The ability to value, integrate, and bridge multiple worldviews, cultures, and identities.
Define one’s own worldview, culture and identity, and how those influence one’s assumptions and interactions within the community context in which one is working.
Articulate how the dynamics of culture, privilege and power influence interactions within the community context in which one is working, including one’s own interactions.
Analyze social inequity and power imbalances.
Assess dynamics of culture, social structure, ecological processes, and empowerment in the community context where one is working, and use this assessment to inform community building and advocacy.
Form relationships with individuals across diverse cultures and social positions, to address community issues in inclusive, empowering, culturally valid ways.

4. Community Inclusion and Partnership
The ability to promote genuine representation and respect for all community members, and act to legitimize divergent perspectives on community and social issues.
Apply ecological, empowerment and cross-cultural principles to the processes and interpersonal relationships of working with community
members. Make positions of power and privilege (including one’s own) transparent, and work to facilitate empowerment among those with less power and privilege. Develop avenues for respectful dialogue and listening, and promote this dialogue through one’s own actions. Identify and act upon opportunities for mutual support.

5. Ethical, Reflective Practice
   *In a process of continual ethical improvement, the ability to:*
   - Identify ethical issues in one’s own practice, and act to address them responsibly.
   - Articulate how one’s own values, assumptions, and life experiences influence one’s work, and articulate the strengths and limitations of one’s own perspective.
   - Develop and maintain professional networks for ethical consultation and support.

Community Program Development and Management

6. Program Development, Implementation and Management
   *The ability to partner with community stakeholders to plan, develop, implement and sustain programs in community settings.*
   - Assess community issues, needs, strengths and resources.
   - Create and sustain inclusive partnerships with stakeholders and community members.
   - Work with community partners to:
     - Develop a program logic model; formulate program goals and measurable desired outcomes and impacts.
     - Design and implement a program to attain identified goals and to fit the community context.
     - Ensure cultural and contextual appropriateness of program.
     - Recruit, train, and support program staff.
     - Ensure sustainability of programs (e.g., through best practices management, community buy-in, securing funding and regulatory compliance).

7. Prevention and Health Promotion
   *The ability to articulate and implement a prevention perspective, and to implement prevention and health promotion community programs.*
   - Articulate a community intervention perspective focused on preventing problems and promoting health and other positive outcomes.
   - Identify multi-level resources and challenges for prevention efforts.
   - Work with community partners to develop multi-level prevention programs that link prevention initiatives to policy initiatives and to setting or community change.

Community and Organizational Capacity-Building

8. Community Leadership and Mentoring
   *Leadership: The ability to enhance the capacity of individuals and groups to lead effectively, through a collaborative process of engaging, energizing and mobilizing those individuals and groups regarding an issue of shared importance.*
   - Establish trust relationships with community leaders and members.
   - Work with emerging local leaders to interpret the issues they are facing and the differing factions, stakeholders, and priorities involved in those issues.
   - Work across different factions to address an issue productively.
   - Support and consult with emerging local leaders in their planning and implementation of actions to address an issue.

   *Mentoring: The ability to assist community members to identify personal strengths and social and structural resources that they can develop further and use to enhance empowerment, community engagement, and leadership.*
   - Advise, model, and support leaders from the community, to help them identify and use their own best style of collaborative leadership.
   - Teach and facilitate effective methods of energizing others to participate in community issues.
   - Encourage critical feedback; models, and practice critical reflection on one’s own work.
   - Adapt one’s own style of collaborative leadership to community issues, cultures, and context.

9. Small and Large Group Processes
   *The ability to intervene in small and large group processes, in order to facilitate the capacity of community groups to work together productively.*
   - Utilize effective interpersonal communication skills.
   - Facilitate meetings, group decision-making, and consensus building.
   - Provide conflict analysis, assist with conflict resolution.

10. Resource Development
    *The ability to identify and integrate use of human and material resources, including community assets and social capital.*
    - Conduct a community assessment of needs, resources and assets that facilitate organizational
11. Consultation and Organizational Development
The ability to facilitate growth of an organization’s capacity to attain its goals.
Assess organizational capacity, issues, needs, and assets.
Create and sustain effective partnerships with organization members.
Facilitate organizational learning, problem-solving, and decision-making.
Facilitate collaborative strategic planning of organizational goals, desired outcomes, and action initiatives.

Community and Social Change

12. Collaboration and Coalition Development
The ability to help groups with common interests and goals to do together what they cannot do apart.
Develop and maintain a network of constructive work partnerships with clients, residents, organizations, communities, and other stakeholder groups.
Communicate the value of lived, experiential knowledge of community members, especially those most affected by an issue, and facilitate use of that knowledge in coalition work.
Facilitate inclusive coalition membership and discussion that represents views of all segments of the community.
Facilitate community member efforts to identify community issues, resources, and goals for collective action.
Negotiate goals of work and mediate partnerships for collective actions.

13. Community Development
The ability to help a community develop a vision and take actions toward becoming a healthy community.
Facilitate community participation in community improvement efforts and decision-making.
Enhance the development of community leadership.
Facilitate community efforts to identify community issues, resources, and goals for collective action.
Promote sustainability, self-sufficiency, and empowerment of community-led organizations.

14. Community Organizing and Community Advocacy
The ability to work collaboratively with community members to gain the power to improve conditions affecting their community.
Facilitate community efforts to identify community issues, resources, and goals for collective action.
Help organize collective efforts by community members, and facilitate community building of action plans.
Assist community members in taking sustained collective action to bring about systems change.

15. Public Policy Analysis, Development and Advocacy
The ability to build and sustain effective communication and working relationships with policy makers, elected officials, and community leaders.
Write policy briefs, present testimony, draft policies, and consult with policy makers, including elected officials, at federal, state/province, and local levels.
Translate research findings into useful information and recommendations for policy.
Build coalitions to advocate for policy changes.

16. Community Education, Information Dissemination, and Building Public Awareness
The ability to communicate information to various segments of the public, to strengthen competencies and awareness, or for advocacy. To give community psychology away.

Communication:
Provide information to community members through educational approaches to strengthen their capacity for independent action and to empower them to act on behalf of other community members.
Engage diverse groups (community members, professionals, managers, coalitions, journalists, news media) in dialogue about information through consultation, public speaking, writing, and media (e.g., community forums, press releases, public service announcements, social media).

Diffusion of Innovation:
Systematically identify stakeholders to receive information and tailor message for their use.
Use training and technical assistance to develop capacity of individuals and organizations to use the innovation.

Social Marketing:
Identify interests of different stakeholders, tailor message and medium for each stakeholder audience, evaluate dissemination and use of
information, re-evaluate stakeholder needs and interests, and revise programs as needed.

**Community Research**

17. Participatory Community Research

*The ability to work with community partners to plan and conduct research that meet high standards of scientific evidence that are contextually appropriate, and to communicate the findings of that research in ways that promote community capacity to pursue community goals.*

Provide communities with information regarding expectations of funding agencies and other stakeholders regarding scientific methods and research.

Work with community groups to develop research and evaluation designs that balance the values of the community with values reflecting scientific standards.

Employ diverse and rigorous methods in conducting research that is collaborative and inclusive, engaging community members throughout the research process.

Conduct assessments of community issues, needs and assets, using qualitative, quantitative, and mixed methods, in partnership with community members and community organizations.

Use qualitative, quantitative, and mixed methods appropriate to the context and purposes of the community research.

Employ data analytic approaches that take into account multi-level contextual influences on behavior, use variable-centered or person-centered approaches as appropriate, and, if possible, examine influences longitudinally.

Communicate findings and translate research in a way that has utility for practitioners and all relevant stakeholders.

Use research-based information to promote community and organizational learning, shared decision making, and collective empowerment.

Utilize effective grant-writing skills, and build capacity to ensure compliance with requirements of grants and contracts.

18. Program Evaluation

*The ability to partner with community/setting leaders and members to promote program improvement and program accountability to stakeholders and funders.*

Develop culturally and linguistically competent program evaluation methods appropriate for program context.

When relevant, teach data collection procedures to community members.

Collect, analyze, and report appropriate evaluation data.

Integrate evaluation findings into ongoing program development/improvement.

Conduct program evaluations that adhere to professionally accepted standards of practice, including: utility, feasibility, propriety, accuracy, and accountability.

References


SCRA’s Golden Opportunity: Modifying MOOC* and Certificate of Mastery Concepts to Evolve CP into a Profession
Written by Christopher Corbett

Clearly, progress has been slow during the past 30 years in developing the profession and training of community psychologists (CPs) for practice (Wolfe & Dalton, 2011). While many offer insights into the status-quo (Wolfe & Dalton), there is neither clarity nor consensus on what actually defines a “profession” or how SCRA could enable CP to evolve into a profession. Moreover, the recent SCRA Listserve discussion of May 21-22 initiated by Jason (2012) and Dalton (2012a) raises key, related issues including recent trends in free online education, such as MOOCs* (Top Universities Test Online Appeal of Free, 2012) and Certificates of Mastery (Harvard & MIT Team Up to Offer Free Online Courses, 2012). These concepts present unique opportunities to expand awareness of the field and are ripe for application to advance the practice of CP. The purpose of this article is to identify critical features of a profession and specific, practical steps SCRA could immediately take to further CP’s evolution into a profession.

To gain insight into essential features of a profession, it is helpful to consider the wisdom of highly respected educators such as Constantine Curris (Curris, 2007; Corbett, 2008a). What are the key features of a profession? Curris identifies four ingredients necessary for a field of study and practice to be viewed as a disciplinary or interdisciplinary profession: a body of practitioners; development of a curriculum and continuing education for practitioners; an intellectual resource base that studies its programmatic and policy components and, lastly, a widely acknowledged code of ethics applicable to patrons, professors and practitioners alike (Curris, 2007). With over 40 years of university experience and former President, American Association of State Colleges and Universities which represents over 400 colleges and universities, Curris is also a key figure in the highly successful American Humanities movement—which identifies training competencies for nonprofit management education which universities, may voluntarily adopt (Corbett, 2012b). His comments are relevant to academics, researchers and practitioners of CP now confronting issues of definition, future growth and direction (Corbett, 2008).

Clearly, the field of CP already has a developing body of practitioners as evidenced by: the substantial membership in SCRA; the number of CP training programs offered in the U.S. and internationally; the ongoing SCRA and international CP conferences, as well as by the several, well established CP based publications including the AJCP, JCP, TCP and, most recently, the Global Journal of Community Psychology Practice. Moreover, regarding development of a curriculum, the core competency movement of the past few years, as well documented in various publications and issues of The Community Psychologist, demonstrates great progress exists in defining and developing core competencies of CP practice (Dalton, 2012b; Draft Competencies, 2012). This provides a solid foundation for further curriculum development by existing programs and a basis for new training programs in the practice of CP.

The next key ingredient, identified by Curris, is the continuing education of practitioners. This pre-condition to the evolution of CP as a profession appears the greatest of improvement opportunities. Institutionalizing continuing education in the training of CPs appears to present great...
opportunity to enable CP to evolve from an established field into a profession.

**SCRA as Gateway to the Profession of Community Psychology**

SCRA is ideally positioned as catalyst and conduit for providing continuing education for practitioners of CP. Why? SCRA has resources and experience of a well established research organization with a leadership and membership infrastructure, with an established Biennial Conference structure. That well established Conference structure effectively constitutes a “behavior setting” (Moos, 1986, p. 213), ripe for the institutionalization of continuing education in CP. It provides a well established, regular setting open to students and graduates of all levels— including bachelors, masters and doctoral levels. Further, SCRA conferences are inclusive—open to non-SCRA members as well, such as any community practitioners able to attend each Biennial Conference. This “behavior setting” is unique, ideally suited and can be harnessed to promote the delivery of continuing education, particularly via workshops, offered on all days of a conference, through combinations of conference and pre-conference workshops or institutes, with or without fee, with attendee choices in depth of training ranging from exposure, developing or maintaining proficiency, as well as the highest level, expertise (Corbett, 2008a, p. 68). This can also incorporate the use of electronic media, teleconference or other technologies to enable participation by interested practitioners, researchers, academics and organizations that serve communities consistent with the values of the field of CP, as previously proposed. [Insert Footnote 1] Further, Certificates can be developed to document proficiency, expertise or mastery. This would enable the powerful leveraging of SCRA Conference core competency workshop opportunities coupled with on-line learning (Corbett, 2012a).

In order to measure and document performance, course requirements can be structured to be self-evident of proficiency, expertise or mastery.

SCRA is uniquely positioned to further the evolution of the field and advance various key goals including: increasing the visibility of and demand for the field with skills and knowledge sought after by employers; increasing connections of practitioners from diverse fields and providing professional development with SCRA as a linchpin; and creating multiple local, regional and national opportunities for sharing expertise, networking and professional development at affordable rates (Community Practice Summit Notes, 2007; Corbett, 2008a; Jackson, 2009). SCRA can readily offer that key continuing education ingredient, identified by Curris, essential to the evolution of CP to a profession. Moreover, SCRA rising to this role will greatly increase the value of all established CP related training programs currently offered by universities, as well as those to be developed in the future. SCRA has the “behavior setting” to do what university programs are unable--efficiently connect practitioners across geographic bounds regularly, in-person as well as on-line, providing open access to continuing education opportunities to SCRA members and non-SCRA members through its permanent biennial conference “behavior setting”. This also avoids a major fault and criticism— the sterility of purely on-line learning (The Trouble with On-Line Education, 2012). Further, SCRA could establish Certificates in high priority areas of great value to graduates and employers alike (Corbett, 2012b), substantially increasing the value of, and demand for, SCRA membership.

**Remedying the Obscurity of Community Psychology**

Jason recently raised the issue of online opportunities and asks whether SCRA or another organization could offer such a course in CP with no fee (Jason, 2012). He raises various questions including whether this would represent a threat to current offerings, whether this would be practical and whether people would be willing to take such a course.

Given the apparent obscurity of CP, it seems unlikely that such a course, even if free, would attract large numbers of students. However, given the substantial interest in MOOCs by various universities, certainly that is a legitimate prerogative of all interested universities to pursue such options, given their interest, resources and competitive circumstances. More importantly, the question becomes what could SCRA do with on-line learning?

One very promising option for SCRA is to develop joint certificates with existing programs and universities, leveraging availability and access to its conference settings, coupled with online learning between conferences. This would allow SCRA to add substantial value and accomplish jointly with universities what neither could achieve alone. That is, joint SCRA-University Certificates could be structured to document proficiency and expertise or mastery, with the topics chosen to avoid cannibalization of existing university offerings, as well as to target areas of high value to employers, substantially supplementing the value of CP training and degrees. Such potential joint certificates, with various universities have the potential to advance both the education and continuing education of community practitioners, increase the value of existing or new graduate programs, as well as create employment value to students and prospective employers alike. This appears to be Pareto
improving, potentially creating incremental benefits to all—while critically enabling the field of CP to evolve to a profession.

Three Priority Areas Ripe for Certificates

The Nonprofit Sector presents many opportunities to apply CP knowledge (Fromm Reed, 2012). Three critical areas of nonprofit need include: grant writing; evaluation; and advocacy & public policy (Fromm Reed, 2012). Nonprofit organizations are primary candidates for the employment of CPs. As recently noted by Palmer, policy analysis and advocacy is a growing and compelling need in the nonprofit sector and failure to be involved in public policy is not an option (Fromm Reed, 2012). Palmer also notes that program evaluation is a “huge factor” for today’s nonprofits—given the demand for evaluation as part of grant agreements. All three are critical areas of nonprofit need and clearly fall within evolving “core competencies” including Resource Development; Program Evaluation; and Public Policy Analysis, Development and Advocacy, respectively, as described by Dalton (2012b). Given these areas of keen nonprofit need—and their critical overlap with core competencies, certificates in grant writing, evaluation and advocacy & public policy are all justified as priority areas to advance the employability and visibility of CPs, as well as advancing the field as a profession.

Conclusion: Proposed Action Steps

Three no cost or low cost action steps can be taken immediately by SCRA to decisively evolve CP towards a profession and are recommended here:

1) SCRA should institutionalize continuing education through the workshop venue at all future conferences. Such workshops can be solicited from the membership at no cost to SCRA by including in Conference Call for Proposals: Workshop Proposals will be given priority that advance skills and training in “core competency” areas such as described in various issues of The Community Psychologist (Corbett, 2012b).

2) SCRA should issue a Request for Proposal (RFP) to solicit proposals from institutions interested in developing low or no cost joint Certificate(s), partnering with SCRA, using a combination of Conference and on-line participation to provide training in core competencies. Proposals may address MOOCs and/or Certificates of mastery or any other level(s) of proficiency and should demonstrate how performance will be measured and documented.

3) SCRA should establish an initial annual budget item of at least $25,000 by board resolution to signal and institutionalize its commitment to provide continuing education to advance professionalization of the field, administered by a CEP-Practice Council Task Group.

SCRA, through its own such actions and in partnership with universities, could create great value advancing CP as a profession and community practice in ways neither SCRA nor universities could accomplish alone by leveraging the power of SCRA. Implementing systematic continuing education through Conference workshops and developing joint Certificates in highly marketable areas such as grant writing; evaluation; and advocacy & public policy will increase the field’s visibility and move CP decisively towards a profession. Institutionalizing continuing education within SCRA will strengthen—not harm existing Programs (Corbett, 2012b). These steps will attract new members, bolster conference attendance and greatly increase the value of CP training to students and employers enabling CP to further evolve to a profession—fulfilling the original promise and vision for the field of CP (Price & Cherniss, 1977).

C. Corbett is an MA level CP and member of ARNOVA, ISTR and SCRA since 1994.

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The Trouble With Online Education


Jason, Leonard (2012, May 21). SCRA Listserve Request for comments on no fee, non-credit certificates of mastery to promote continuing education in community psychology.


*MOOC is an acronym for “massively open online courses”*

**Note 1:** *Proposed Future Vision*: A future vision for conference workshops is first that all registrants will have the option and choice of attending core competency workshops, during both morning and afternoon sessions, on all days of a conference, and secondly, attendees would have some choices regarding depth of training ranging from exposure to a core competency, to developing or maintaining proficiency, and finally expertise. Further, this vision may be accomplished with a combination of conference and pre-conference workshops or institutes, with or without fee, inclusive of, and open to, community practitioners and any organizations that employ, support or fund community practitioners in the communities or locale of future CP conferences or who otherwise support the mission of SCRA. This may include the use of electronic media, teleconference or other technologies that promote distant participation by interested practitioners, researchers, academics and organizations that serve communities consistent with the values of the field of community psychology (Corbett, 2008b).

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**Environment and Justice**

*Edited by Manuel Riemer*

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**Contributing to environmental sustainability: Community Psychology’s prospective role towards environmental sustainability**

*Written by Felix Münger*

Wilfrid Laurier University

Thanks to: Allison Eady, Richard Walsh, & Manuel Riemer

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While community psychologists gathered in Barcelona for the fourth International Conference of Community Psychology, thousands of government officials, private sector representatives, not-for-profit organizations, and scientists from around the world met in Rio de Janeiro, Brazil for the second United Nations Conference on Sustainable Development (Rio+20). Rio+20 had the ambitious goal of creating a path towards a sustainable future of reduced poverty, increased intergenerational and intragenerational equity, and improved protection of the environment (United Nations, 2011). The themes addressed at this summit were closely related to the work of community psychologists, who have long recognized the interconnections between well-being, social justice, and the state of the natural environmental (Riemer, 2010).

Despite numerous attempts such as Rio +20, there is conclusive evidence that present levels of natural resource depletion and environmental degradation are unsustainable and pose an imminent risk to the planet’s capacity to support future generations (e.g., Cardinale et al., 2012; IPCC, 2007; Millennium Ecosystem Assessment, 2005). According to scholars such as Boström (2012), this is partially due to the fact that the social aspect of sustainability tends to be overlooked, which often results in unintended negative consequences. For instance, natural sciences’ attempts to lower carbon emissions by increasing biofuel production have had economic and social impacts such as increases in food prices which in turn threaten food security (Jennew et al., 2011; Westley et al., 2011). The need for social scientists in environmental sustainability is increasingly being recognized (e.g., Rogers et al., 2012; Jerneck et al., 2011). In this paper, I will illustrate how the knowledge, expertise, and experience of community psychologists, in particular critical community psychologists, might give community psychologists a unique position in filling this need.

Since the 1980s it has frequently been argued that environmental sustainability can only succeed if it incorporates three dimensions: environmental (e.g., nature, ecology), economic (e.g., business), and social (e.g., welfare). Over the past several decades, there have been important shifts in many fields concerned with environmental sustainability. Social sciences such as sociology and psychology have developed sub-disciplines such as environmental sociology (Dunlap, Buttel, Dickens, & Gijswijt, 2002) and environmental and conservation psychology (e.g., Gifford, 2008). Some natural sciences concerned with environmental and
sustainability issues have also become increasingly interested in potential contributions by social sciences. Finally, sustainability science has emerged as a distinctive field that attempts to connect the natural and social sciences (Jerneck et al., 2011) in order to advance the “co-production of knowledge, learning through doing and doing through learning, and system innovation instead of system optimization” (Kajikawa, 2008, p. 216).

One potential explanation for the failures to effectively address the question of sustainability may be that the social aspect of sustainability tends to be overshadowed by the

...there is conclusive evidence that present levels of natural resource depletion and environmental degradation are unsustainable and pose an imminent risk to the planet’s capacity to support future generations.

natural aspects for several reasons (Boström, 2012; Rogers et al., 2012; Jerneck et al., 2011). First, there is no commonly agreed upon definition of the term social sustainability, making it a vague and subjective concept (Boström, 2012; Rogers et al., 2012). However, attempts at describing the meaning and components of social sustainability commonly include issues of justice (e.g., equity, environmental justice), governance (e.g., engaged, democratic governance), social infrastructure (e.g., welfare, social services), social capacities (e.g., social capital, social cohesion, civil society), and useful theories of the

society-nature relationship (Cuthill, 2009; Littig & Griessler, 2005; Magis & Shinn, 2009; Murphy, 2012; Rogers et al., 2012).

Second, there is a philosophical divergence between natural and social scientists. The natural sciences tend to have a techno-centric orientation that focuses on instrumental approaches to solving environmental issues (e.g., carbon storage, bio-fuels). The social sciences, on the other hand, tend to have a more eco-centric orientation, believing that the present-day sustainability challenge can be solved through social change. Third, the social sciences are considered by natural scientists to be “more subjective, soft, less scientific, more ideological” (Boström, 2012, p. 7; Gifford, 2008) than the hard sciences.

Roles and Necessary Skills of Social Scientists in Environmental Sustainability

There is a clear need to include both critical and applied social scientists in sustainability work to advance the four main aspects of the social dimension of sustainability: justice and equity, social capacities and infrastructure, governance and participation, and theories of the society-nature relationships. These scientists need to understand critical theories to examine the existing structural political, cultural, economic, gendered, and historical institutions that can explain the foundations of different sustainability challenges and its approaches. As such, they need to be knowledgeable in alternative ontological, epistemological, and methodological paradigms and experienced in reflexivity. Furthermore, they need to possess strong social values, namely commitments to justice, democratic governance, social infrastructure, social capacities, and democratic and meaningful discourses, collaborations, and participatory research approaches. Critical social scientists can help natural scientists identify and understand the potential social impacts of, for instance, the use of corn crops for biofuel production. In Mexico, where there is a high level of income inequality, corn-based products such as corn tortillas are a culturally important staple of many people’s diets. Diverting corn towards fuel production increases the price of corn, leading to food insecurity for lower-income people—particularly for historically marginalized communities and women. From an international justice perspective, the respectable attempt to lower carbon emissions through biofuels to help those who have the most carbon intensive lifestyles can increase suffering of those most disadvantaged.

Focusing on Environmental Behavior.

Community psychologists (in particular critical community psychologists) are well positioned to incorporate the social dimension of sustainability into environmental sustainability for multiple reasons. First, environmental sustainability is partially a behavioral problem (Oskamp, 2000; Smith, Shearman, & Positano, 2007). Community psychologists, particularly those also trained in the broader field of psychology, also have access to multiple applicable theories from within the discipline such as social psychology (e.g., social norms), behavioral psychology (e.g., operant conditioning), cognitive psychology (e.g., information processing models, health psychology (e.g., stressful environments), and developmental psychology (e.g., children in nature, moral development) (Koger & Du Nann Winter, 2010).

Bridging the Scientific Rigor Debate.

Community psychologists may be able to bridge the debate between the natural and social sciences regarding scientific rigor, as they tend to also be trained in the positivist methods embraced by mainstream psychology, which allows them to comprehend the
language of the natural sciences and communicate with relative ease with natural scientists. But, community psychologists are also familiar with other innovative methods that are often well-suited to study some of the complexity inherent in sustainability issues (Riemer & Schweizer-Ries, 2012).

Advancing Values, Theories, Methodological Considerations, and Collaboration.

Community psychology offers multiple values, theories and concepts, methodological considerations, and approaches to action and collaboration that can help in implementing each of the main aspects of the social dimension of environmental sustainability, including 1) justice and equity, 2) social capacities and infrastructure, 3) governance and participation, and 4) theories of the society-nature relationships. For instance, community psychology is explicitly value-based and demonstrates values through action related to the social dimensions of justice, equity and respect for human diversity. Community psychology also provides several important theories and concepts including multi-level perspectives and the concept of “just community” by Bob Newbrough (1995). The transformative paradigm sometimes employed in community psychology offers a practical research approach to incorporate justice and equity and target systematic change at multiple ecological levels. Finally, community psychology’s practice of collaborating with and involving marginalized communities further offers a path towards achieving transformative change towards justice and equity.

Community Psychologists as Critical Social Scientists.

Because of their awareness of contextual factors and value transformative change, critical community psychologists could support research and action towards environmental sustainability by a) providing critical perspectives and b) assisting environmental scientists in reflecting critically on their positionality (i.e., social and cultural position in society and the world), epistemological standpoint (fundamental beliefs about research), and epistemological pluralism. For example, it might be useful for natural scientists to be critical of mainstream neoliberal free market-based ideology in approaching environmental challenges. In fact, according to the United Nations (2005), economic globalization has not led to worldwide poverty reductions, but instead has increased the use of energy and natural resources, and has produced increased waste in developing countries (Haque, 1999). Thus, community psychologists could help natural scientists increase their awareness of the risks associated with ideologies in which globalization and economics are prioritized.

Community Psychologists as Civic Experts.

Finally, unlike many natural scientists, community psychologists are familiar with collaboration and, despite the highly praised nature and increasing popularity of collaborations, many community psychologists understand that effective collaborations with experts and non-experts alike are often very challenging and require carefully planned and deliberative processes (Münger, & Riemer, 2012; Nelson, Amio, Prilleltensky, & Nickels, 2000; Wolff, 2010). Community psychologists often have the necessary awareness of power relations between experts and non-experts, as well as practical experience engaging multiple stakeholders to play the role of “civic expert” (i.e., bridging experiential knowledge with technical and scientific knowledge through engaging with citizens) (Brand & Karvonen, 2007).

If my analysis is shared and partnerships between environmental science and community psychology develop, I believe that community psychology and its practitioners should be able to assist in moving the environmental sustainability agenda forward including its social dimensions.

References


“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 master’s level community psychologist, recently returned from a two-year peacebuilding mission in Nigeria, associated with a faith-based organization. Jenn would be interested in hearing from community psychologists working with faith-based organizations.

**Featuring:**
**Jennifer Hosler, M.A.**  
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Born and raised in Canada, Jenn Hosler’s parents divorced when she was 1½ years old, after which she lived with her sister (older by 5 years) and her mother, a geriatric nurse, in northern Alberta. When small, Jenn wanted to emulate her mom, including helping others. Her biological father lived far from his daughters, on the other side of Canada and, for a few years, taught in South Korea.

Born Roman Catholic, Jenn’s family was nonpracticing and nonattending. When Jenn was 8 years old, her mother “found Jesus, in evangelical terms” and, accompanied by Jenn, began attending a Baptist church. After her grandfather died, when Jenn was in the 8th grade, the family moved to Ontario to be closer to family. In the new church, a vibrant youth pastor had just been hired, a person who greatly influenced Jenn throughout her teen years and after.

Even though shy and timid at the time, Jenn started to attend youth events while in junior high school. When she entered a regional high school, her classmates were many of the youth who attended the same church as her. Some of the organized youth activities were service events, such as distributing food and blankets at the Salvation homeless shelter in Toronto. “That built my faith experience, as well as hanging out with other teens and reading the Bible.”

Early in high school, she attended a religious youth conference which promoted opportunities to travel to fulfill missions around the world. A trip to Kenya, to work on a construction team building houses, captured her imagination; however, she would have to raise the money to participate. Both her parents contributed, her high school held a car wash, and the family’s landlord, who owned a local McDonalds restaurant, also contributed towards her expenses.

Jenn joined a group of teens from all over Canada and the U.S., starting in Florida for orientation. Then she was off to Kenya for six weeks to build a house, followed by a week’s debriefing in Ethiopia. “That was the first time I realized how privileged I was. Coming from a single parent family, we didn’t always know how bills would be paid, but we always knew we’d have food, shelter and health care. In Africa, I saw difficult living conditions. For example, I was struck at how people had to walk long distances to haul water.” This experience shaped her interest in big economic issues and social justice.

She knew right then that this would be her life’s work, in that her Kenyan experience gave her self confidence and a spiritual direction.

Nate was born and raised in the Church of the Brethren (COB), in the Anabaptist tradition that emphasizes following Jesus with peacemaking, simplicity and service in community. The COB is headquartered in Elgin, Illinois. Nate was from a long line of conscientious objectors. Jenn was not originally a pacifist. In fact, she had lived for a few years of her childhood on a Canadian air force base. She came to realize that, to follow Jesus’ teachings, one should have no involvement in war and should actively promote peace and healthy conflict resolution at all levels. She joined the COB in 2006, a year before graduation.

The COB emphasizes service, as depicted in a COB communion that
involves washing the feet of fellow congregants, following Jesus’ message to his disciples of relinquishing power through mutual service. Mooney requires students to undertake a practical Christian ministry, consisting of 3 hours of service each week. For that, Jenn tutored immigrants and refugees in English and also worked with international students.

Nate and Jenn were interested in working abroad. “I’ve always really loved other cultures, starting when I lived in Northern Alberta in a multicultural environment. At that time, my best friend was Bolivian.”

Approaching graduation in 2007, Jenn and Nate explored graduate programs for a good fit. Jenn took intro psychology and sociology courses, so her resume would appear more mainstream and might appeal more to a social welfare-oriented, secular program. The couple was interested in work similar to the Mennonite Central Committee’s peacebuilding work in a postconflict setting. Knowing that their future would take them overseas, they wanted to live near one of their families while in graduate school. Nate’s family lives in Central Pennsylvania, and when Jenn accessed the website for Pennsylvania State University (PSU) at Harrisburg, she was excited by its Community Psychology and Social Change master’s program. “A light went on. It would equip me with tools for social change and justice work.” The couple moved to Elizabethtown, PA, where Jenn pursued a master’s degree at PSU, while Nate studied for his master’s degree in international relations via distance learning from Salva Regina University, a Catholic university in Rhode Island.

While at PSU, Jenn pursued an individualized emphasis, in areas related to peace and conflict through her electives, one of which was via Eastern Mennonite University’s Summer Peacebuilding Institute where she took a class on using media to promote peace and social marketing. She finished her masters in May 2009.

Jenn and Nate, along with two others, represented the COB at a Nigerian youth convention in the Spring of 2009. (In Africa, “youth” includes persons aged 18 to over 40.) A COB official suggested they ask the Nigerians they would meet if and how they could use the couple, working alongside them. If roles for them were found, the COB could support all their expenses through its international fund. Although the COB is an historic peace church, the Nigerian branch of COB (known by its Hausa acronym, EYN) had not been very active in peace work despite all the conflict and violence in Nigeria then. The director of the seminary campus where the two-week conference took place (also, the center of the denomination) offered to host the Hoslers, cultivating projects that might abate conflict and violence. A job description, based on the Nigerian church’s need and the Hoslers’ skills, was crafted by COB officials. The Hoslers returned to (northern) Nigeria in September to begin their two-year stint.

“So rather than taking an entry level job or a job not in my field, we got something that was above our skill levels so was great for our professional development.”

Religion is a powerful force in Nigeria, so any systemic change is dependent on the involvement of local religions. Where the Hoslers lived, everyone was either Christian or Muslim, including many different denominations and sects, respectively. Christian missionaries began arriving in northeastern Nigeria in the early 1900s, but they made a mutual pact not to compete with each other, moving into regions dominated only by traditional African religions. The COB, playing to its strengths, had opened schools and hospitals and undertook agricultural development, transforming the areas they entered.

Although they started out dividing the work equally between them, over time Nate’s work centered on teaching at the seminary which trains future leaders. The provost mandated that all students would take a course in introduction to theologically-based peace and conflict resolution, taught by Nate. Meanwhile, Jenn specialized in building programs, drawing on her prior administrative experience working with nonprofits and her training in community psychology, to do community capacity building. What she didn’t know (especially organizational development skills), she taught herself through the internet.

Jenn’s official title was administrative and program officer for the EYN Peace Program. Much of her work was within the COB...
church, such as organizing peace education seminars for COB pastoral and other leaders in the area, teaching what the Bible says about conflict and forgiveness, combining conflict skills with theology. She helped expand a curriculum of peace education to women leaders. While women are not ordained in EYN, they do hold leadership roles as principals and teachers of Bible schools. The Women’s Fellowship could be considered the most active and effective ministry group within the church. Thus, training them for peacebuilding could dramatically increase the active peacemaking efforts of the church. She also developed basic resources, like pamphlets, translated in English and Hausa. “Books are really difficult to come by there and are very expensive.”

**Her favorite endeavor in Nigeria was interfaith peacebuilding among Muslims and Christians.**

Another project was creating a peace and reconciliation resource library on the campus, now the largest library of peace-related books in northern Nigeria.

Her favorite endeavor in Nigeria was interfaith peacebuilding among Muslims and Christians. The aphorism of loving one’s enemies was put to the test by examples of post-violence retaliation. “We often had to defend Muslims against those who considered them to be evil.” From a conference evolved a small group that wanted to do more than talk about peace. Jenn organized a steering committee, in a participatory manner. “Here, my community psychology knowledge helped.” Participatory leadership styles are less common in northeastern Nigeria than in North America.

The steering committee, called CAMPI (Christians and Muslims for Peacebuilding Initiatives), assembled imams and pastors to learn basic conflict resolution skills and to discuss peace from different religious perspectives. They also held seminars on practical issues that Nigerians faced such as business relationships between Muslims and Christians. In addition to teaching mediation and negotiation skills, CAMPI built relationships across religious lines. Since her departure, she is updated on the steering committee’s new work in creating interfaith peace clubs within universities and high schools.

Reflecting on daily life at home in Nigeria, Jenn remembers: “On a good day, we made do, looking for innovative fixes. On a bad day, it was annoying.” Although water was pumped directly from a drilled well to their cement block house, often the water pressure was insufficient to allow the water to be stored in an overhead tank, nor was there enough money to run the well pump by diesel fuel. The electric power, often at a low voltage, was usually available only six hours and after midnight. Generally, the temperature was 85 to 100 degrees and humid. During April and May, “it was pretty miserable; we were sweating buckets.” In the dry season, dust from the Sahara would blanket everything, blocking the sun, so the temperatures were cooler. “We would run our generator for an hour to charge our computers and point fans on us while we drank hot coffee. Since our fridge didn’t cool well, you could not have leftovers so had to continually prepare new food. Bugs ate our vegetable garden, and a cobra snake ate our chickens. But generally, we were pretty content. It was a little like camping.” A more difficult adjustment was to understanding and negotiating social hierarchies within northern Nigerian culture.

The Hoslers were warmly greeted by the community. Nigerians hold high respect for guests, teachers, and religious leaders. Since the Hoslers were all three, it was an interesting cultural experience for two young adults recently out of graduate school. “We were given deference and could gain access anywhere. And people in the church twice my age would call me ‘mama’ because of the nature and status of my position.” Their master’s degrees also accorded them high status in an area where people have attained little education. At times, the amount of respect made the Hoslers feel awkward. They tried to balance honoring local cultural values while also maintaining an ideal of egalitarianism.

Only a few months after her arrival, Jenn became ill, first experienced as extreme lethargy, followed by nausea, evolving into abdominal pain, and eventually diagnosed as appendicitis (masked by her anti-malarial drug). She could not be transported for treatment to the capital city by airplane because of inadequate air traffic control. A closer medical facility was unavailable because of an ongoing massacre in the area. Instead, she was driven 13 hours by car to the capital city, over bad roads, where her appendix was removed. After her return, she came down with parasites.
“In general, my body was worn down by stress.” She had to return to the U.S. each year anyway, to maintain her U.S. residency status, so she came to the U.S. for more medical treatment. Her first home visit to the U.S. followed the surgery but was extended to 3 1/2 months so as to deal with the after effects of the surgery. After multiple medical tests, the U.S. doctors determined the culprit was probably post-surgery, internal scar tissue. Once her health was partially restored, she happily returned to her work in Nigeria.

The Hoslers extended their two-year contracts by 3 months, both to coincide with the end of the school year and to make up for the time spent in the U.S. during her illness. Although they could have renewed their contracts, they decided to end their stay in Nigeria then, considering it a good time for them to transition to the next stage of their lives. Meanwhile, EYN’s peace work could continue to expand its indigenous leadership.

On her second home visit to the U.S., Jenn had taken the GRE test, planning to pursue doctoral study of community psychology or applied social psychology. Nate was offered a job in Washington, DC, doing advocacy work for the COB.

They returned from Nigeria in December 2011 to the U.S. The COB gave them 3 months paid time to settle in and to share their experience through lectures to the faith community. They also took a three-week trip to southeast Asia, in part to visit Nate’s brother at his Mennonite mission in Cambodia. Three months after leaving Nigeria, the end of February 2012, they moved to an apartment in the Trinidad section of northeast Washington, DC. Jenn de-stresses with her hobbies of gardening and running. “I run at least 3 to 4 times a week, more if I’m training for a race. I usually run between the U.S. Capitol and home, and I bike everywhere in the city.”

Once settled in, Jenn decided, rather than to attend graduate school, to focus on being a practitioner, specifically to enhance the ministries of the COB or other faith-based organizations where possible. Jenn is employed part time by the Washington City COB as Community Outreach Coordinator, doing outreach and program development for the Capitol Hill community as well as expanding the church’s peace witness. She is conceptualizing programs in food, nutrition, and gardening, in addition to peace/conflict resolution education and interfaith dialogue. She also contracts with a faith-based organization for research and survey development.

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**Bringing Revival to Community Psychology? How Faith Shapes and Is Shaped By Action Research**

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John Wesley, founder of the Methodist religious movement, has been quoted as saying, “There is no holiness but social holiness.” While in part a call for community within the walls of the Christian church over and above individualistic religiosity, this statement also belies the attention of Wesley and the broader Wesleyan movement to issues of social justice, as manifested at the time in Wesley’s care for the poor and his opposition to the system of American slavery, among other things.

As a long–time member of the United Methodist Church, I share this to highlight what I have found to be meaningful associations between my personal faith as a Methodist and my strivings for social justice as a graduate student in Vanderbilt University’s Community Research & Action program. I also share this as a way of introducing more general considerations of how, for community psychologists such as myself who profess some religious commitment or another, personal faith both shapes and is shaped by the processes of action research. Surprisingly, while such considerations have important methodological implications, discussions on the intersection of personal faith and professional research and practice among religious academicians are rare. This essay will attempt to press that discussion forward as it relates to community psychology specifically.

To briefly orient the reader to my own religious position, I label myself as a progressive and liberal Christian with a personal faith rooted in the social gospel teachings typical of many mainline Protestant congregations. Indeed, it was my upbringing in a particularly socially conscious and active United Methodist congregation that influenced my orientation to social justice and ultimately led me to feel attracted to the discipline of community psychology, a discipline characterized as fundamentally concerned with social justice and human and community well-being. Participation in community service projects associated with homelessness and disaster relief, as well as an openness to contact with other faith communities through interfaith exchanges, have been constant and formative features of my particular religious milieu. Additionally and more recently, a journey through the many sites of Wesleyan history in England as a Vanderbilt Divinity School student several years ago further awakened me as an adult to the call in Methodism to both personal and social holiness. These and many other experiences that comprise my religious narrative—
particular as they color my understandings of justice and social responsibility—are inseparable from my current work as a graduate student.

My Vanderbilt colleagues Paul R. Dokecki, Linda G. Isaacs, Hasina Mohyuddin, and I are in the early stages of implementing an action research project looking at interfaith relations and the efficacy of local community interfaith initiatives in relieving interfaith tensions. In light of ongoing religious conflicts in Murfreesboro, TN surrounding the much–protested building of a new mosque, we feel our work is urgently needed and has important implications for the healthy development of minority religious communities in the U.S. and for the improvement of interfaith relations here and abroad. More related to the present discussion, this work, explicitly focused on religion as it is, has brought into sharp relief the ways in which my personal faith directly affects my professional research and practice, as well as the many ways in which my personal faith is in–turn enriched by that research and practice.

As someone who grew up within a specific religious tradition and with very specific ways of understanding and speaking about the religious, I have been increasingly challenged through ongoing contact with people of diverse religious traditions and beliefs in the implementation of this research. These challenges have been felt through certain methodological issues, demanding reflection on my own Judeo–Christian biases in the types of questions we ask and the particular framing of those questions, as well as on the assumptions I make in understanding certain behaviors in interfaith settings and the religious meanings undergirding those behaviors. In particular, the participation of atheists and agnostics in our study has exposed wrongheaded assumptions that everyone necessarily possesses religious belief or “faith,” and that an absence of faith necessarily precludes meaningful participation in interfaith work. In these ways, it can be seen how personal faith might complicate the research process, serving as a narrow lens through which the researcher tends to process the world around them. More positively, in addition to providing early experiences in and a disposition toward social justice and community service, my particular religious upbringing is one that, as explained above, entailed a degree of openness to people of other faiths. If I possess a natural curiosity and desire to

Greater awareness of the entanglements of faith and action research also demands that we take what we learn as researchers and practitioners through our encounters with injustice and pain in local communities and use it to challenge the inadequacies in our own personal religious understandings and practices.

learn about other faiths, which also brings with it a willingness to endure religious difference, it is at least partly owed to my particular faith story.

More surprising to me perhaps than the effects of my faith on the research process, our research has turned a mirror back onto my faith and transformed it in unexpected ways. Being at times the sole representative of the Methodist tradition among people of other faith traditions has forced me into the position, as broad questions of theology and polity arise, of having to speak authoritatively on the particularities of Methodism, and I have not always been up to the task. I have been both shamed and inspired by the depth of knowledge and passion people possess for their own faith traditions, as compared to my often meager knowledge and passion, and have found myself delving more deeply into my own tradition in order to better know and understand it, and to be able to better speak for it. Somewhat conversely, I have also been placed in the position of having to answer for my interfaith work when back in the company of “my own people,” some of whom are strongly opposed to interfaith mingling. Bringing the interfaith message back into the Methodist church (and my other closely related socio–religious circles) has demanded that I systematically develop my own interfaith ethic, and that I more fully understand and subsequently articulate to other Christians why interfaith work is critical for an increasingly religiously diverse world.

Of course, one could argue that it is much easier to find meaningful connections between one’s personal faith and explicitly religion–based action research, and even further suggest that these connections are not so meaningful or even welcome in action research not directly focused on religious life. Herein lies the real challenge for religious persons in the practice of community psychology—developing a greater awareness of the ways in which our faith is meaningfully connected to the work we do in our communities, even (or perhaps especially) in spheres of life not directly related to religiosity, and whether or when these connections even should be present. For me as a Methodist, this means taking more seriously and comprehensively Wesley’s demands for “social holiness” as it might be applied to education, or housing, or health care, for instance. The Methodist call to social justice, after all, arguably extends to all
corners of society, and the same far-reaching ethical demands could also be argued from Catholic, Muslim, Buddhist, or various other religious perspectives.

Greater awareness of the entanglements of faith and action research also demands that we take what we learn as researchers and practitioners through our encounters with injustice and pain in local communities and use it to challenge the inadequacies in our own personal religious understandings and practices. Such is the dialectical nature of the relationship between faith and action research. Our faith influences our research and practice even as it is in–turn being influenced. In Methodism this is understood as the shaping of our faith through experience (in addition to reason, scripture, and tradition, to comprise the “four pillars” of the Methodist belief system). What critiques might my professional encounters with the discriminatory practices targeting the LGBT community, for instance, level against my faith tradition, a tradition that is still wrestling with how best to reconcile with its LGBT members?

Finally, being a religious researcher and practitioner in the field of community psychology demands knowing when and where to shut up; knowing when and where religion has done more harm than good and must ultimately make space for other equally or more valid frames for orienting to a particular social issue or challenge. Religious people living in a pluralistic society, including and perhaps especially religious people in the practice of such fields as community psychology, must learn how to effectively engage in constructive, gracious dialogue in shared civic spaces. This means, among other things, coming to terms with the reality that the best answers are not always the religious ones, and that religion, like all things, has its time and place. Certainly, I pray that religion will continue to find its meaningful time and place in the practice of community psychology, even as I pray that it never displaces other equally valid (and often more valid) frames for understanding and carrying out that practice.

“I Can Make a Valuable Difference in My Community”: Community Service Self-Efficacy at Two Faith-Based Universities

Written by Joseph R. Ferrari, DePaul University; Elizabeth Matteo, Alvernia University; Vicky S. Karahalios and Shannon M. Williams, DePaul University

Author’s Notes

This research was funded by the Office of Mission and Values at DePaul University. A poster that included the foundations of this research was presented at the 2012 Eastern Psychological Association Conference, in Pittsburgh, Pennsylvania, by the third author under supervision by the first author. Address correspondence to: Joseph Ferrari Department of Psychology DePaul University 2119 North Kenmore Ave. Chicago, IL, 60614 | jferrari@depaul.edu.

In the late 1970s and early 80s some community psychologists promoted ‘behavioral humanism,’ applications of behavior change techniques to empower people to make meaningful differences in a local community (Ferrari & Geller, 1994; Ferrari & Jason, 1996). The field eventually “died,” its approach was absorbed into other community specialities. Eventually, colleges and universities became interested in engaging students in community service, volunteerism, and pedagogy like service learning - integrating community service projects with academic coursework to meet specific educational objectives (Ferrari & Chapman, 1999). Although most research emphasized the benefits of service-learning, some studies found that students often comment that some sites are unorganized, not ready to provide them with activities, unengaged in their learning, and not providing meaningful activities (see Rosing, Reed, Ferrari, & Bothne, 2010).

Even though behavioral humanism never took hold, one wonders if community service opportunities, such as service learning, truly promote engaged citizens. Developed from Bandura’s original work on self-efficacy, Reeb (2006) proposed the concept of community service self-efficacy (CSSE), the belief and confidence that volunteer service may make a difference in one’s local or global community. We propose that perceived CSSE may be strengthened through local and global service activities and programs hosted by a university. Such community service programs often reflect the mission, vision, values, and virtues of faith-based (e.g., Roman Catholic and other Christian) universities (Ferrari, Cowman, & Milner, 2010; Ferrari & Velcoff, 2006; Velcoff & Ferrari, 2006). In this project, we examined if two Catholic universities (urban and suburban) promoting similar, yet different charisms, reflected community service self-efficacy among their students. Faith-based college settings often teach and train citizens for a life-time of community-based service (Ferrari & Chapman, 1999). Therefore, we wondered how community service self-efficacy was related to students’ perceptions of the school’s institutional mission. In short, are we creating behavioral humanists who, through community service, become more confident in their ability to contribute to their communities?
Method

We included students from two faith-based schools: University A (n = 391), a suburban school in southeastern Pennsylvania enrolling approximately 2,800 students and following a Franciscan charism based on principles of community service, respect for others, and inclusion of multi-perspective, and University B (n = 4,432), an urban school in Chicago with approximately 25,000 students and modeled on a Vincentian charism emphasizing community service, diversity and urban/global engagement. Students (2,962 women, 1,854 men) from both universities completed all or some of an on-line institutional mission survey. Most participants self-identified as Caucasian, while the highest report of religious affiliation was Catholic.

All participants were recruited and completed measures on-line across two consecutive semesters at each school. Participation was encouraged through entry into raffle drawings to receive prizes such as MP3 players. Participants completed the 39-item DePaul Mission and Values Inventory (DMV; Ferrari & Velcoff, 2006: Velcoff & Ferrari, 2006; Ferrari et al., 2010) to assess perceptions of their university’s mission, vision, and values. We focused on a single 8-item, Urban Global Engagement Subscale of the DMV, examining programs of importance that supported the mission in the surrounding urban area (e.g., service learning programs) and global social engagement activities (e.g., study abroad programs, presence of international campus sites and students; current sample M score =39.54, SD=6.59; α = 0.86). In addition, participants completed the 10-item Community Service Self-efficacy Scale by Reeb (2006), a single dimensional scale used to ascertain whether a person believes they can make meaningful differences through community volunteer activities (current sample M score =53.91, SD=17.03; α = 0.95). It took participants only 8-10 minutes to complete these on-line inventories that were posted for eight weeks.

Results and Discussion

In order to determine if there were differences amongst the two varying campuses in terms of student perceptions of community service self-efficacy and their campuses’ mission and values, we performed two separate independent sample t-tests between schools on CSSE and urban/global DMV scores. Results showed a significant difference between schools for CSSE scores, t (5150) = 4.28, p < .001, and for urban/global DMV scores, t (5224) = -5.328, p < .001. Results showed that students from University A, the smaller, suburban school, reported significantly higher CSSE scores (M = 82.52, SD = 18.09) than students from University B, a larger, urban school (M = 79.05, SD = 18.41). In contrast, students from urban University B reported significantly higher urban/global engagement scores (M = 32.64, SD = 5.35) than students from suburban University B (M = 31.15, SD = 5.64). Moreover, zero-order correlates indicated that CSSE and urban/global DMV scores were significantly related at both University A (r = 0.461, p < .001) and University B (r = 0.408, p < .001).

The significant differences between two faith-based schools most likely reflect their location, than their charism of charity to others. That is, University A is smaller where teaching is the primary focus. Classes are small and student attention is easier to manage with fewer administrative layers. Also, students engage in community service in a smaller geographic area than the large metropolitan city of Chicago. Consequently, University A students report greater community service self-efficacy. In contrast, University B unlike University A is a larger Catholic institution (largest in the USA) located in a world class city, Chicago. Students have nearly 200 community agencies to work-with, and dozens of international service trips are offered each term. We believe these results occurred because of the diverse locations of the two universities rather than something inherent in their missions.

Moreover, we found that at both schools community service self-efficacy was related to local and global civic engagement opportunities. At both universities the more programs for service engagement, the stronger students reported self-efficacy (a belief that “I can make a meaningful community difference”). These results emerged regardless of the school’s location and breath of civic or global opportunities.

Based on the results of this study, a relationship seems to exist between students’ community service self-efficacy and the degree to which service is a visible part of the institutional identity as evidenced through campus initiatives and curricula. Moreover, larger, urban institutions may experience greater challenges trying to develop community service self-efficacy among their students, whereas, rural or suburban institutions may have to seek out opportunities that will enrich their students’ awareness of urban and global communities. Universities, faith based or otherwise, interested in promoting engaged citizens, rather than merely provide opportunities for community engagement, must also foster students’ confidence in their ability to “make a difference” in communities. Strengthening students’ understanding of how community service is related to institutional mission may provide meaning and value that serves the development of community service self-efficacy.

References on following page.
Regional Update
Fall 2012

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It was wonderful to participate in the IV International Conference of Community Psychology in Barcelona, Spain. For me, the best parts of the conference included hearing about impactful research and interventions around the world, connecting with friends, and building new bridges with people in the field. And, of course, Barcelona is a world treasure, with Las Ramblas, the Gothic area, beautiful beaches, interesting Gaudi architecture, world class museums, and countless historic churches. Many thanks to the International Planning Committee for the huge amount of time and energy that goes into planning a successful conference - it is a wonderful service to the field. I look forward to seeing colleagues in Miami and Brazil!

I am delighted to add some new International Regional Liaisons to our group, so we now have representation in Ireland, with Eylin Palamaro Munsell from University College Dublin and Caterina Arcidiacono, from Federico II University, Naples, Italy. Kota Tamai also joins us from International Christian University, Japan, and we have a new student representative, Hyun-Sik Kim, from Yonsei University, Korea. In the United States, we have a new Regional Coordinator, Luciano Berardi, and a new Student Regional Coordinator, Jaclyn Houston, both for the Midwest from DePaul University in Chicago. Welcome to our new regional leaders!

Finally, not only do we have new Regional Coordinators and Liaisons, but we have news from them in this issue, so we can learn about efforts around the world through SCRA.

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Community psychology is perhaps one of the most thriving fields of psychology in Latin America and there are at least three recent examples that prove this: the publication of an anthology book that contains the histories of community psychology, the establishment of the Latin American Network on Community Psychology Training, and a recent symposium on the contributions of Latin America to community psychology, held at the XXX International Congress of Psychology (ICP) celebrated in Cape Town.

Histories of Community Psychology in Latin America: Participation and Transformation (Buenos
Aires, Paidós, 2011) is possibly the most comprehensive work on the history of community psychology done in a single geographic region. Written in Spanish and bearing in mind the political, cultural, social, and economic factors that have continuously shaped community psychology, a total of 42 authors thoroughly documented and shared the professional and academic origins of the field in 19 Latin American countries. The compendium shows that even though Latin American countries share a great deal of similarities, their diversity and disparities are much greater and this is reflected in the trajectories of community psychology in each country and subregion. A work of this magnitude is a feat anywhere and Dr. Maritza Montero and Dr. Irma Serrano-García, two world-renowned community psychologists from Latin America, deserve great praise for coordinating and compiling the most authoritative reference book available on community psychology in Latin America. The reader will find in this masterpiece detailed information on Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru, Puerto Rico, Uruguay, and Venezuela. The book was officially presented at the XXXIII Interamerican Congress of Psychology celebrated in Medellin, Colombia.

One of us, Dr. Tesania Velázquez Castro, has spearheaded a sustained effort to form a network of community psychologists across Latin America which is currently growing in numbers and scope. Its fifth international meeting took place in the context of the Third International Community Psychology Congress in Barcelona, Spain. Over 40 community psychologists from 12 countries discussed several projects, including one on ethics and community psychology that would include several Latin American countries. The network is collaborating closely with SCRA and it is expected that the official website of the group will be launched very soon.

During the XXX International Congress of Psychology (ICP) celebrated in Cape Town, Dr. Maritza Montero was asked to organize a symposium on community psychology in Latin America that included both established figures in the field, but also new voices in order to establish an intergenerational dialogue. However, what seemed like a promising and exciting opportunity to showcase what is being done was cut short due to budgetary limitations for many of the invited discussants. For instance, the cost of traveling to Cape Town from El Salvador, about US$3,000, equals the yearly minimum wage salary for most Salvadorans and possibly for many people in Latin American countries. Along with Dr. Montero, we are trying to devise new ways to raise funds so that more Latin American scholars can attend international meetings and contribute and share their knowledge and experience as well.

Greetings from Cairo! We are excited to share with you about our ongoing work in Egypt as well as the work that our students are doing throughout the world. In June, a graduate student from The American University in Cairo (AUC), Najla Nagib, presented at the 4th International Conference of Community Psychology in Barcelona. Her talk entitled *Egyptian women’s empowerment: Aftermath of the January 25th Revolution*, provided an overview on the status of women in Egypt and possible avenues for empowerment. In July, two AUC faculty, Dr. Mona Amer and Dr. Amy Carrillo, and a graduate student, Faith Kimunya, travelled to Cape Town, South Africa for the 30th International Congress of Psychology. Dr. Amer gave a compelling talk on the potential for community psychologists to engage in both community research and action in Egypt, while Dr. Carrillo presented a poster co-authored with Dr. Carie Forden on building evaluation capacity through campus-community partnerships in urban Egypt and rural America. Ms. Kimunya presented a poster highlighting gender differences
As part of our ongoing efforts to build community relationships and raise awareness of community psychology, the Community Psychology Master’s program at AUC, in collaboration with the Gerhart Center for Civic Engagement, sponsored a daylong workshop on program evaluation for NGOs in Cairo. Organized by our own Hana Shahin and taught by Carie Forden, a visiting faculty member, with the assistance of Hana Fahmy, a recent graduate, the workshop was well-attended and enthusiastically received. Participants were eager to receive training in evaluation and requested follow-up workshops, which are now being scheduled. The workshop also helped the NGOs network with each other, and led to discussions of future consulting opportunities for the program’s graduates and internships for its current students. These workshops are supplements to the online resource website that was created last spring for NGOs in Cairo (see ngotoolbox.org).

Finally, Dr. Carie Forden, a visiting professor at AUC, will be returning to her home institution, Clarion University, as her sabbatical has ended. We will greatly miss her. Her contribution to AUC’s Community Psychology Master’s program as well as assistance to local NGOs has been invaluable. We look forward to continued collaboration!
already in community psychology), but I encouraged them to check us out on the website and look for us at the next Biennial in 2013! I would be happy to do some promo work starting this fall. Additionally, some interdisciplinary networking occurred as two faculty members participated from Japan and Korea, who are in the field of communication studies with community-oriented empirical work in the multicultural Los Angeles communities. I have been following up with them on campus here.

I would like us to continue with these networking activities throughout the region, but the distance is always the major challenge for all of us. Nonetheless, many of us continue networking via the internet and capitalize on our opportunities to travel and hook up in other parts of Asia (e.g., Hong Kong, Malaysia, Singapore, Vietnam, Cambodia, Thailand). We have been exploring some ways for networking and collaborating with other colleagues across the region. Any suggestions are welcome.

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International Research Collaboration: Increasing SCRA Representation in the Pacific
Written by Katie Thomas

The Australian/New Zealand/Pacific (ANZP) chapter of SCRA was fortunate enough to receive a small scholarships grant from SCRA. The purpose of the grant was to increase the representation of international students in SCRA who might otherwise be deterred by cost of membership. Students in Fiji and Papua New Guinea, for example, have a very unfavourable exchange rate with the Australian and American dollar and, despite their interest or commitment to Community Psychology, find the membership costs prohibitive. The SCRA Executive Committee awarded a small grant for the purpose of enabling student membership for students from developing areas and for indigenous students. As a result of this generosity, the ANZP chapter was able to run a membership drive and increase not only the number but also to broaden the diversity and representation of the SCRA international membership body. Maori, Aboriginal and Pacific Island students were particularly encouraged to apply. This has enabled a broadening of the Pacific network which will facilitate future research and collaboration opportunities. On behalf of SCRA we wish to welcome our new Fijian, Papua New Guinean and Indigenous researchers and students. It is hoped that, as we build our representation and research collaborations across the Pacific, this will facilitate tri-continent grants. Such grants are particularly relevant for Indigenous researchers who research colonization effects across contexts. We hope that the online member profiling will also help the ANZP region connect with North American researchers interested in collaborative work. Please feel free to contact the individual researcher directly or the International Regional Liaisons.

On another note, Community Psychologists continue to be required to complete Professional Development (PD) activities to maintain obligations under the new Australian Health Practitioner Regulation Agency and the Psychology Board of Australia. SCRA will continue to offer PD activities on a regular basis that can qualify for PD points. Regional members who would like to propose or organize a Community Psychology PD activity are encouraged to contact their State representative.

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News from the Republic of Ireland
Céad míle fáilte! (A hundred, thousand, welcomes!) A year ago, I arrived in Ireland from the U.S. to take up a post-doctoral position at the Geary Institute, University College Dublin. I did so without having any familial connection to the region and with only rudimentary knowledge of Irish history and culture. I quickly learned that there is little to no formal community psychology presence in Ireland, yet there is fantastic community work being done here. Ireland is a country that has seen its fair share of challenges and triumphs. This is a place where a sense of family
and community are deeply rooted, where a collective duty to community service prevails.

As an example of this commitment to community values, the project I work on is the evaluation of the Preparing for Life Programme (PFL). The program is a home visiting, early childhood intervention which aims to improve the school readiness and life course of disadvantaged children in Dublin. This program is in a very real sense community based. Over 20 community, academic and governmental organizations worked collaboratively over a 5 year time period to develop PFL. Community members continue to shape the program as it evolves. The innovative mixed method evaluation component was developed in conjunction with the program and includes an RTC design and qualitative process evaluation. I am privileged to work on a multi-disciplinary team headed by economist Orla Doyle. The evaluation of PFL is exemplary in Ireland, as funding bodies, researchers and practitioners have increasingly called for evidence based practices.

As I continue my work, I look forward to keeping the community psychology community updated on the work being done here in Ireland. In the meantime, “Go n-éirí an bóthar leat” or may the road rise to meet you.

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Advancing Positive Social Change
The Centre for Community Research, Learning and Action
Manuel Riemer
PhD, Executive Director, CCRLA/WLU
Ravi Gokani
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These are certainly interesting times for community-based research (CBR) in Canada. Increasingly, community organizations are being asked by their funders to develop their services according to evidence-based practice principles and to demonstrate the effectiveness of their programs. On the other side, university researchers are being encouraged by funding agencies to partner on their research projects with the private industry, government agencies and community organizations, to make their research more relevant to the community. Bringing these cultures together, however, is challenging and requires careful consideration of how to develop effective community-university research partnerships (Münger & Riemer, 2012). Here is where the Wilfrid Laurier Centre for Community Research, Learning and Action (CRRLA) is trying to help.

The Centre was dreamed up in 2006 by members of the Community Psychology program at Wilfrid Laurier University in consultation with members of the local Waterloo Region community. The idea was for a non-traditional university research centre that would focus on bridging the two cultures and become a centre of excellence for CBR that profits both the university-based researchers and the community. In the early stages, Dr. Scott Evans served as the founding director and was succeeded by Dr. Terry Mitchell when he took on a new faculty position at the University of Miami in 2008. In the same year, the Centre was officially recognized as a university research centre in Laurier’s Faculty of Science. For the last several years, under Dr. Mitchell’s leadership, the Centre has grown into a hub of community research, learning and action. As of July 1, Manuel is serving as the new director for CCRLA, and Ravi is the coordinator for CCRLA for the past year.

The Centre’s advisory board, consisting of community leaders, faculty members, students and staff, established a vision and mission for CCRLA, which was recently updated. They envision an informed community, in which all have a voice and the capacity to advance positive social change. We will accomplish this by harnessing the knowledge and mobilizing the resources of the university, as well as community members and organizations to address complex social issues.

CCRLA facilitates CBR by brokering linkages between community partners and Laurier student and faculty researchers. Research projects are either community- or university-initiated and fall within five key streams: 1) Community Flex Stream; 2) Community, Environment, and Justice; 3) Equity, Sexual Health and HIV; 4) Indigenous Health and Social Justice; and 5) Poverty Reduction. Each stream is organized in research groups which operate under the CCRLA umbrella. CCLRA also organizes a public lecture series and relevant workshops for community members, students, and faculty members. In addition, many students at all levels have been trained in CBR within the centre.

The research groups affiliated with CCRLA have been very active over the last year and have produced
many great examples of outstanding CBR that not only advances scientific knowledge, but influences policy and decision-making of stakeholders in government and community practice. The Equity, Sexual Health and HIV Research Group led by Dr. Robb Travers, for example, is a key partner in the Tran PULSE Project, one of the largest and most sophisticated empirical assessments ever done on the impact of social exclusion and transphobia on the well-being of trans people. Trans PULSE data were used in Ontario government debates that eventually led to the passing of ‘Toby’s Law’ on June 13, 2012. This law amends the Ontario Human Rights Code and makes Ontario the first major jurisdiction in North America to include gender expression and gender identity as protected categories, thereby providing protection for transgender people. Recently, the Institute of Gender and Health at the Canadian Institutes of Health Research, named Trans PULSE one of their ‘top ten success stories’.

The Indigenous Health and Social Justice Research Group (IHSJRG), led by Dr. Terry Mitchell, was commissioned by the Government of Nunavut to conduct a literature review on the costs and benefits of supportive housing. Their report revealed a housing crisis in Nunavut, and the need for increased, stable, culturally-relevant housing as a basic human right. The IHSJRG has also been funded by the Centre for International Governance Innovation (CIGI) for their research network on the Internationalization of Indigenous Rights and Governance, which will advance policy discussions on Indigenous governance at a time of unprecedented political change and Indigenous empowerment globally.

The Community, Environment and Justice Research Group under Manuel’s leadership is leading the multi-national study Youth Leading Environmental Change (YLEC) which is testing ways of engaging young people in environmental actions in different parts of the world. Our national and international collaborators came to Waterloo this January for coordination meetings at CCRLA and at the University of Waterloo. The researchers from Bangladesh, India, Germany, and Uganda presented in one of the many public lectures at CCRLA on the impact of global climate change and environmental actions in their respective countries. Many more exciting research and action projects are being developed which will position CCRLA and its research groups as an authority for community-based research for the advancement of social justice.

A review of CCRLA was recently undertaken by university leadership and the centre received very positive feedback. We are in the process of developing CCRLA into an interdisciplinary university-wide centre for which university leadership have provided support. One of our goals for this coming year is to develop a program evaluation certificate program for professionals and advanced students in our region. We are excited about the potential of CCRLA and are looking forward to further advance positive social change by promoting community-university partnerships and collaboration.

For more information:
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News from the Southeast
Written by
Ben Fisher,
Joanna Geller,
and Holly Wegman
For six weeks this summer, three faculty members and 15 graduate and professional students from the Peabody College at Vanderbilt University participated in a fieldschool
in Intercultural Education and Research based in Cape Town, South Africa. These participants represented three programs within the department of Human and Organizational Development: the Ph.D. program in Community Research and Action, and the master’s programs in Community Development and Action and Human Development Counseling. Past fieldschools have been held in Ecuador, Argentina, China, and a Native American reservation in New Mexico. The fieldschool was a collaborative research and applied skills training opportunity in which participants worked in teams with the host country community and academic partners to address relevant issues. Teams of Vanderbilt students met with local partners in Cape Town to negotiate projects that would capitalize on the skills and interests of the students in order to promote positive changes sought by the local partners. It was important for us to enter the various South African communities willing to listen to the needs as expressed by community members, but also to be aware of the experience and training we could contribute. To this end, we split into various teams to undertake five different projects in and around Cape Town.

All of our projects took place in townships in the Cape Flats, an area where high levels of poverty and racial segregation provided striking reminders of the Apartheid regime that ended de jure in 1994. Several students were based at a primary school where school leaders expressed a desire for two projects. One project was geared towards providing socioemotional skills training for the learners (South Africa’s term for students), where activities focused on developing skills in areas such as empathy and conflict resolution. The other project at this school involved professional development for teachers, providing the opportunity to learn practical skills around topics such as relaxation techniques and classroom discipline. Another project was based at a local non-governmental organization where parents of young children learned about parenting techniques and healthy child development. Still other Vanderbilt students had the opportunity to work with the Desmond Tutu HIV Foundation where they assisted staff members in understanding social predictors of adherence to antiretroviral drugs and of health outcomes. The final project (in which the three authors participated) was to assist with understanding the high rate of school dropout at Gardenia Valley High School (pseudonym). To elucidate the kind of work in which students engaged, we will describe this effort in more detail.

The three of us, and three additional Vanderbilt students, Krista Craven, Bernadette Doykos, and Annie Maselli, were introduced to Gardenia Valley High School through Adam Cooper, a doctoral student at Stellenbosch University who had previously worked with Cathy Ward, a graduate school colleague of our professor, Maury Craven, Bernadette Doykos, and Annie Maselli, were introduced to Gardenia Valley High School through Adam Cooper, a doctoral student at Stellenbosch University who had previously worked with Cathy Ward, a graduate school colleague of our professor, Maury Nation. To begin the project, we met with school administrators, teachers, and extramural programming staff and learned that their most pressing question was, “why do learners drop out?” Our partners at the school reported that about 300 learners started school in 8th grade and only about 60-70 would take the final examination at the end of 12th grade. We knew that properly addressing this important and multifaceted issue would require genuine collaboration that combined our research skills and our community partners’ expertise. Through Adam’s established connections with the school and existing IRB approval, we were able to begin work immediately. We interviewed learners, teachers, administrators, representatives from local NGOs, and other key stakeholders to hear different perspectives on student dropout. Throughout the process, we continually met with school leaders, sharing what we were learning and asking for their feedback. Through this work, we were able - in a brief three and a half week period - to engage in an emergent research process, blending our skills and knowledge with the insight and dedication of our community partners. We were all motivated and encouraged by the level at which our collaboration felt genuine, trusting, and productive. As researchers who were present for a very short time, we were also comforted by the promise of sustainability that we found through our community partners.

In the final report we prepared for the community, we used Bronfenbrenner’s ecological model to frame our findings. We blended a discussion of the challenges learners face in Gardenia Valley with a discussion of the community’s strengths: the apparent resilience of the learners, the dedication of the school staff, and the promising interventions already underway. Taking a multilevel approach, we discussed phenomena at the individual, family, school, community, and policy level. Key factors influencing dropout existed at multiple ecological levels and included: boredom in school; perception of unfair discipline; responsibilities at home; lack of visible positive community role models;
unemployment; gangsterism; and pregnancy. Conversely, many learners reported high aspirations for the future and were motivated by strong relationships with teachers (despite class sizes of 50 or more), sports coaches, and family members. It was also apparent from our interviews that the legacy of Apartheid was ubiquitous, influencing factors such as deep mistrust between families and school staff, unawareness among families that they and their children were entitled to certain rights, and rampant unemployment and poverty that undergirded extremely high levels of violence and gangsterism.

As the community continues to consider how to bolster active participation from parents, residents, and school staff to address school dropout, we hope our report will serve as a conduit for dialogue and action. In addition to the report, we created a tracking system that will enable school staff to identify students at particularly high risk for dropout, bolstered the funding appeal of a proposal for an intervention program, and implemented a research skills training for school staff. We were thrilled to have the opportunity to collaborate with Gardenia Valley High School and felt the experience was an invaluable educational experience. We look forward to continued collaboration (whether long-distance or through future interactions in Cape Town) with our friends and colleagues as student dropout continues to change – and hopefully diminish – over the years to come.

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**News from the Midwest**

Written by Nathan Todd

The Midwest Ecological-Community Psychology Conference will be sponsored by Michigan State University on Saturday, October 13, 2012 in Hickory Corners Michigan. There will be a social gathering on the evening of Friday, October 12th. The conference’s theme, ECOllaboration, puts emphasis on the strengths and challenges of collaboration with community partners and/or cross university partners. More information about the theme and conference submission and registration can be found at conference’s web page: http://2012midwesteco.com, or for additional information, email 2012midwesteco@gmail.com.

The SCRA meeting at the Midwestern Psychological Association Annual Meeting will be held May 2-4, 2013 in Chicago. Additional information and a call for proposals will be forthcoming on the SCRA list serve.

In additional updates, Luciano Berardi joins Nathan Todd and Annie Flynn as a new Midwest Coordinator for the 2012-2013 year. Luciano Berardi is the Associate Director for the McNair Scholars Program and Research Coordination at the Center for Access and Attainment at DePaul University in Chicago, IL. His research interests involve understanding how natural mentors may influence youth and young adults’ academic attainment, social mobility and overall well-being. Overall, his work is centered on fostering academic success and improving academic environments for underrepresented students.

Jaclyn Houston joins Abigail Brown as a new Student Coordinator. Jaclyn is a graduate student in the Community Psychology program at DePaul University. Her research examines empowerment and the influence of leadership on the social justice activities of religious congregations and the public perceptions of human trafficking and their influence on community organizations.

Announcements or information for inclusion in future Midwest updates should be sent to Luciano Berardi (lberardi@depaul.edu).

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**News from the Bay Area**

Written by 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. Our Fall symposium is scheduled for Friday, October 19th, from Noon-2pm at UC Berkeley. If you are 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, alternating between University of California Berkeley and University of California Santa Cruz, while encouraging smaller groups to form around particular interests. If you would like to be on our mailing list, please email Danielle Kohfeldt (dkohfeld@ucsc.edu) or Gina Langhout (langhout@ucsc.edu).

Rural Issues
Edited by Susana Helm and Cecile Lardon

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

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

- What theories best inform your rural endeavors?
- For the Winter TCP, please send 1200 word submissions to Susana (HelmS@dop.hawaii.edu) by September 1, 2012. We will notify you by September 15, and final edits will be due on October 31, 2012.

Community Psychology: Contributions for Building Healthier Communities in a Rural World
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TAIPA and Odemira County, Portugal.

TAIPA is a community intervention NGO, focused on the development of Odemira County (South of Portugal). Odemira is the largest municipality of the country with an area of 1719.73 km² and 26,104 inhabitants, resulting in a population density of 14 inhabitants per square kilometer – few people, much space! It is a scattered rural area with poor accessibility because the county is far from everything: 90 km from the nearest hospital, 95 km from cities and 200 km from the capital. Among the social problems that are linked with Odemira’s economic development, we highlight the aging population, the desertification of the most inner areas of the county, 18% unemployment rate, isolation, 24% illiteracy rate, the large number of families identified as problematic, and the weak sense of citizenship.

It is under this context that TAIPA promotes its activities in Odemira. We seek to promote inclusion and improve quality of life in communities by putting into practice the concepts of community psychology. In this paper we present two intervention exemplars: a) “Cabaz da Horta” - direct sale of vegetables - with a group of farmers, and b) “Simetrias” initiative in fishing community. Through the “Simetrias” we were able to introduce change in social dynamics that materialized in the creation of a residents’ association, as a catalyst for development opportunities, increased leadership skills and decision-making procedures, and improved resource management to achieve common goals. Through “Cabaz da Horta”, farmers who previously cultivated only for their livelihoods began to develop a system of direct marketing by creating and sustaining relationships between producers and consumers.

Cabaz de Horta, Farm Basket.

I begin with the project in the inner of the county where we developed Farm Basket. It is a pioneering initiative in Portugal, inspired by experiences from around the world promoting citizenship relations between producers and consumers. The rural exodus, farmer’s financial difficulties, chemical-free waste production, and the increase of consumers’ demands for healthier products materialized in the development of a short market circuit based on commitment contracts, as described next.

In order to maintain the goals of these contracts, a mutual commitment is needed. On one hand, the consumers’ commit to buy the farmers’ products; and on the other hand, the...
Table 1. Impacts of Cabaz de Horta

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact Description</th>
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<tbody>
<tr>
<td>social</td>
<td>creating links between farmers and consumers - some of the farmers had never been to the coastline of the county where the consumers were; for this purpose farmers attended several training courses, including literacy</td>
</tr>
<tr>
<td>environmental</td>
<td>the development of a sustainable agriculture – reduction of transportation, packing and dealing with waste production, this involves shortening distances and non-perishable packing distribution</td>
</tr>
<tr>
<td>health</td>
<td>increasing consumption of fresh quality products, with reduced administration of synthetic products</td>
</tr>
<tr>
<td>economic</td>
<td>increased farmers financial security, and the consumers access to quality products at an affordable price</td>
</tr>
<tr>
<td>heritage/patrimony</td>
<td>concerns to the upgrading of local varieties</td>
</tr>
<tr>
<td>pedagogic</td>
<td>families awareness of issues of rural development</td>
</tr>
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farmers’ commit to providing quality products, as seen in the “Farm Basket” photo. Farmers also implement goals defined jointly with consumers, such as maintaining a certain kind of landscape, preservation and enhancement of local varieties, the introduction of an environmentally friendly farming, etc. This idea is substantiated by the principle that we are all responsible for the damages and benefits that we do, and also for the awareness and active involvement in changing attitudes and behaviors towards the planet in which we live.

This type of intervention had a very positive impact on social, environmental, health, economic, patrimonial, and pedagogic factors in the community (Table 1). TAIPA developed the project in proximity to the participants from 2003-2006 by using a mediating and encouraging perspective. We’re now in 2012, and the Farmer’s Basket is still operational under the responsibility of producers and consumers, who have always been the main agents.

**Symmetries Initiative – Fishing Village.**

We’ll now move closer to the sea, to Azenha do Mar, where the Symmetries Project took place. Azenha do Mar is a fishing community that along with a development project gained a process of urban regeneration that was promoted by the municipal government. There we observed a conflicting community, with little organization, boundaries, leadership and low sense of community. Most of the residents lived in huts without sanitary conditions. Most families were already identified by social services as having problems such as children and youths at risk, and among women there was high unemployment and domestic violence.

TAIPA proposed an intervention based on specific actions aimed at the development of personal and social enhancement and community empowerment projects planned for their future. The idea was to promote a holistic view of people as biopsychosocial beings and agents of their own process of change in order to achieve social inclusion and improve their living conditions. Hence, activities were implemented in partnership with schools and free time occupational entities. These included promoting social skills for children and young people; workshops for women with the objective of sharing local knowledge (each woman one knowledge); activities directed to employment and development of life-long projects for youths and adults; cultural and recreational activities which sought the enhancement of the community’s history and its arts; participation and representation of the community in local events. Finally, several community meetings were organized to allow the community to recognize their strengths and weaknesses, and so creating an action plan that was a great contribution to the improvement of their lives, as shown in the “Symmetries” photo.

These community meetings led to establishing a resident fishermen association that still exists and takes an active role in the community in terms of recreation, defense of the fishing activity and participates in the city hall meetings. When TAIPA left Azenha do Mar, a local association was born with the objective of improving the community’s living conditions. For example, an intervention designed to protect children, youths, women and the concept of family, intervened by empowering the individual to contribute to structural and functional community change. Improving each one’s commitment to the community improved each one’s commitment to their own family. Ultimately, the community of Azenha do Mar gained strength, motivation, determination and pride. The context that was created gave people opportunities to better control their destiny, to make decisions, and to learn how to match their goals with the means to achieve them.

**TAIPA & Rural Community Psychology.**

These are TAIPA’s two intervention projects that we applied in the field, combining community psychology concepts in order to promote social change processes. These projects exemplify a number of community psychology principles.

- Participation. TAIPA to promote regular meetings with all stakeholders to decision making about the direction of the whole intervention;
- Sense of community. The fact that there is participation, promotes involvement, concern, power of decision, common goals and these promote sense of community.
- Empowerment. Through training and participatory
processes each element of the community is developing new competencies, new talent. In both communities described here was also an appreciation of professions: farmer and fisherman in increased self-esteem.

- Leadership. With the creation and sharing of responsibilities for tasks, leaders emerge. Formalized in the farm basket’s two leaders: a farmer and a consumer. In Symmetries project was formalized a leader, the president of the association. All, with representative responsibilities.

In all projects we tried to respect five principles. Respecting these principles we are ensuring that the concepts of empowerment, community leadership, involvement and sense of community are being promoted; we are guaranteeing that our intervention has a solid base, functioning as a source of inspiration for the construction of processes of social change in collaborative and preventive perspectives.

1. The technician’s invisibility, this is promoting opportunities for the expression and recognition of the target audience and not for the technicians;
2. Creation of relationships before the intervention, as stated by James Kelly;
3. Develop participation processes in all phases of the project so that they meet the objectives and expectations of all those who take part;
4. Promotion of a solid network of partnerships with clearly defined rights and duties, always including the community/audience as the target;
5. Guarantee the sustainability of the intervention.

Performing community intervention in rural areas is not an institutional guarantee but a way of living; it is a way of ensuring quality of life. It is through the will and talent of all, that we are worthy builders of healthier communities.

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Student Issues
Edited by Jesica Fernandez and Danielle Kohfeldt

Greetings fellow Community Psychology students! My name is Danielle Kohfeldt and I am thrilled that you have chosen me as your new National Student Representative. I am currently a graduate student in Social-Community Psychology at the University of California Santa Cruz with a designated emphasis in Feminist Studies. Before coming to graduate school I was a school social worker in San Diego. I loved working with youth in schools, but I was disheartened by the lack of control students and families were able to access within such a bureaucratic system. After a few years of clinical social work practice, I was drawn to Community Psychology because of its explicit commitment to social justice and its structural/ecological approach to social problems. I have been a student member of SCRA since 2007, and feel that I have found my professional niche in this community.

My current research focuses on youth agency and resistance, and the promotion of empowerment within participatory pedagogical settings such as PAR. In addition, I am spearheading a university-wide evaluation of graduate student professional development that will inform resource allocation and program development.

As a graduate student, SCRA student member, and the first in my family to access higher education, I am particularly concerned with the advancement of a wide range of diverse student perspectives. Students, especially those new to the field and to academia, often struggle to be heard within professional associations, and creating opportunities for others to become involved in shaping the future of this field is a special interest of mine. In my position as National Student Representative I hope to extend SCRA’s current focus on evaluating and improving training programs for students by creating additional opportunities for student professional development. I welcome your input and participation in this endeavor, and would love to hear your ideas about how SCRA can best support CP students!

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Women’s Issues
Edited by Paula Mulder and Rebecca V. Robinson

News from the Women’s Committee
Written by Michelle Ronayne
Women’s Committee Chair

The Women’s Committee has been hard at work setting goals and priorities for 2012. Our major aims include: a) making better use of the TCP column by writing more and requesting that you write as well; b) working to create more opportunities for women to support each other; c) following up on our family-friendly workplace survey; and d) creating a new outreach/research project making
use of Photovoice.

This column has been quiet lately and that is why we thought it was important to provide an update. We would like to use this space to share information and research on women’s issues. If you have a topic that you would like to see covered here, please contact the committee chair or the column co-editors (Pamela Mulder and Rebecca Volino Robinson). Anyone on the committee would be happy to collaborate to write a piece for this column. We have an idea for the summer edition with a focus on images of women in the media (many areas to explore here) and would love feedback from those of you that might have something you want to see discussed.

We also want to reach out and find out what the women of SCRA want in terms of networking and support. Katherine Cloutier, a graduate student representative, has expressed an interest in building a network of graduate students building bridges to those in programs that may not traditionally be reached. We would also like to see more relationships and mentorships develop among women as higher education is often such a competitive process steering women away from tendencies to collaborate.

Last year at biennial the Women’s Committee presented some of our findings on the family-friendly workplace survey that we distributed. It is our plan to continue that work and prepare it for publication. Additionally, we plan to begin a new project that is both outreach (support) and research. We plan to make use of the Photovoice methodology, further exploring Dr. Pennie Foster-Fishman and Lauren Lichty’s online adaptation of this approach. It is our goal to explore issues related to being a woman in higher education. The process will ask female academics in particular to respond to questions through photos and narratives and participate in discussions about their experiences.

Finally, we thought it would be good to let you know who we are and include some of our interests. Michelle Ronayne, PhD is our current chair. She is interested in research that focuses on power, empowerment, and empathy in many forms. Her current research is focused on media depictions of mental health and whether they serve to reinforce stigma or create empowering and empathic views. Katherine is in the Community Psychology program at Michigan State University. She is also working on a graduate specialization in gender, justice, and environmental change and is dedicated to using arts-based approaches to CBPR. Rebecca Volino Robinson, MS is a doctoral candidate in clinical-community psychology at the University of Alaska Anchorage. Her research interests involve the intersection of health and culture, with a specific focus on resilience among marginalized populations. She is committed to humanitarian justice, nationally and internationally, and envisions her future work focused in this arena. Pamela Mulder, PhD is a professor of Psychology at Marshall University where she is committed to student development and the study of rural community health. She is the editor of the Journal of Rural Community Psychology. Debra Trude-Suter is Director of Training, McCormick Center for Early Childhood Leadership, National Louis University. She has a master’s degree in psychology with special focus on women and children’s studies and has submitted her doctoral dissertation to complete her studies in community psychology. She has more than 25 years work with positive team management in both the profit and non-profit industries, and has focused her energies over the past fifteen years on diversity and social justice issues.

We hope that this introduction of the Women’s Committee members, and the clarification of our present aims, entices involvement from the SCRA community. If you would like to contact the Women’s Committee, please email Michelle Ronayne, Women’s Committee Chair at michelle.ronayne@gmail.com.

Violence prevention targeted at women: What can be done to improve the life of women in Jamaica?

Written by J’Nelle Stephenson
Marshall University

Violence in Jamaica

According to a report posted March 20, 2012 on the crime and safety situation in Jamaica by the Overseas Security Advisory Council (OSAC) Jamaica has one of the highest per capita homicide rates in the world (“Crime and Safety Report”, 2012). Although the report by the OSAC reflects very poorly on the state of the country in terms of criminal activity and dangerousness, the country has been taking measures to improve the amount of crime and violence that exists. The total population of Jamaica as recorded at the end of 2010 was 2,705,800 as reported by the Statistical institute of Jamaica (May 16, 2011). According to crime statistics posted by the Jamaica Constabulary Force (JCF) in 2011, 1125 murders were committed in Jamaica , a 22% decrease since 2010. There were 1327 shootings, a 13% decrease since 2010. Since the start of this year (January 1-March 31, 2012) there have been 272 murders and 282 shootings, which is somewhat higher than the statistics reported for that period in the previous year (239 and 269, respectively). This does not appear promising, when you look at the data collectively for the period, however in the last month (March 2012) Jamaica saw its lowest murder rate since February 2003, as reported by Mr. Peter Bunting the Minister of National Security. He claims that there were 69 murders committed in
March and “…although 69 murders in one month is still too high, we are encouraged, as this is a significant step in the right direction” (Caribbean Journal Staff, 2012).

**Violence and Women in Jamaica**

Fifty one percent of Jamaicans are women (1,380,000). As is true in many nations, women have been discriminated against in Jamaican society, and violence against women is an ongoing concern. Historically, women and children were to be “seen and not heard,” a now fading ideology. Today women have been demonstrating their equity in academic settings (in Jamaica approximately 70% of students receiving a higher education are female) and in the workplace. However, although women have been taking steps at closing the bridge between men and women, for example, in the workplace, there are still gaps in wages and in potential for advancing to higher job titles, or positions (Gneezy, Leonard, & List, 2009).

In Jamaica, the stereotyping of gender is pronounced and extensive. Gender stereotyping cuts across economic, as well as social, boundaries, and the roles of men and women have been explicitly defined, evidence for this mindset unfortunately still exists. The persistence of gender discrimination against women in Jamaica is a factor associated with violence against women. Since the start of this year (January 1- March 31, 2012), there have been a total of 300 sexual offenses committed. On the surface, this number is equivalent to the number of sexual offenses committed during the same period in the past year (January 1 – March 31, 2011). However, although there appears to be no difference in the number of total sexual offenses, there was actually an increase in the number of instances of carnal abuse (having carnal knowledge of a girl under the age of 15) and a decrease in number of instances of forcible rape this year when compared to the 2011 period (JCF crime statistics).

These numbers are disappointing. The reproductive health survey (2002) conducted by the National Family Planning Board (NFPB) found that 20% of 15 to 19 year olds had been forced to engage in sexual activity, most frequently in rural areas (“Sexual Violence Against Women”, 2004). These coercive experiences did not only occur outside relationships but within relationships as well. On April 15, 2012 the Jamaica Gleaner posted an article where a woman was sent to prison for killing her husband because he had been abusing her for many years (Brooks, 2012). In 2010 there were 59 (4%) reports of domestic violence, 143 women killed and 61 children killed.

**Reducing Violence against Women**

Despite efforts to reduce gender-based violence against women physically, sexually, and emotionally, it continues to prevail internationally (“Women’s Rights”, 2008). Reducing violence against women is going to take time. In Jamaica, policy improvements have been made and regulations put in place to promote gender equality.

In 1981 the Jamaican government signed the Convention on the Elimination of all form of Discrimination Against Women (CEDAW) agreement which came into effect on October 19, 1984. The CEDAW defined discrimination as “… any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” (United Nations committee on the elimination of discrimination against women 5th periodic report of states parties Jamaica, 2004, p. 18).

The Domestic Violence Act was passed in 1995 and amended in 2004. This act states that “…violence against any person by another person with whom, that person is, or has been, in a domestic relationship…” (Domestic Violence Act, 1995). This act includes physical, sexual and psychological abuse including, but not limited to, intimidation, harassment, damage to property, threats of aforementioned types of abuse.

In Jamaica there was an inter-agency campaign on violence against women and girls. The collaborative approach included the efforts of the Bureau of Women’s Affairs, Women’s Inc. Crisis Centre, SISTREN Theatre Collective, Father’s Incorporated and Women’s Media Watch. This campaign received funding from UN agencies as well as the Canadian International Development Agency (CIDA) and the Netherlands Government. The focus of the campaign was on working with the police, conveying the message of domestic violence and sexual abuse through dramatic presentations, sensitizing media functionaries, conducting workshops on the justice system with lawyers, resident magistrates and clerks of the court, and conducting chat sessions with children in places of safety and girls from the Women’s Centre Foundation of Jamaica.

In 2004 the Caribbean Child Development Centre (CCDC), a branch of the Caribbean Consortium for Social Development and Research (CCSDR), began a violence prevention programs database in an attempt to make these programs more visible to donors, policy makers and others interested in addressing domestic violence. In 2010 I had the privilege of working on the development of this database. In 2004 the database had an initial
37 programs, currently there are a total of 40 programs updated on the system. Many of these programs are targeted at violence prevention for children, but are not limited to this group. An increasing number of the programs are aimed at improving communities and most, if not all, target members of impoverished rural and inner-city communities. Some of the community based programs are the Community Empowerment Programme, Flanker’s Peace and Justice Programme, Healthy Lifestyle initiative and Overcomers. The Jamaican government has taken and continues to take many steps to address the offensive treatment of women in the country. Many individuals and organizations, as noted here, are working hard at improving the standard of life of Jamaican women presently and in days to come. The Jamaican government is making a significant effort to play a role in this movement toward non-violence against women. The Jamaican government is a party to the following conventions:

- The International Agreement for the Suppression of the Traffic of Women and Children (1921) amended 1947
- The Convention for the Suppression of the Traffic in Women of Full Age (1933)
- The government is also guided by the following documents regarding violence against women, girls, and other pertinent women’s issues:
  - 1987 National Policy Statement on Women
  - The United Nations Convention on the Elimination of All forms of Violence Against Women (CEDAW)
  - Human Rights Convention
  - The Convention on the Rights of the Child
  - The International Labour Organization (ILO) Convention.

References
Announcements
The Society for Community Research and Action is pleased to announce the following awards.

The 2011 Award for Distinguished Contributions to Theory and Research in Community Psychology was presented to Hirokazu Yoshikawa. This award is given annually to an individual whose career of high quality and innovative research and scholarship has resulted in a significant contribution to the body of knowledge in community psychology. The award was presented at an address by the recipient during the 2012 American Psychological Convention.

The 2011 Award for Distinguished Contributions to Practice in Community Psychology was presented to Susan Wolfe. This award is given annually to an individual whose career of high quality and innovative applications of psychological principles has demonstrated a positive impact on, or significant illumination of the ecology of communities or community settings, and has significantly benefited the practice of community psychology. The award was presented at an address by the recipient during the 2012 American Psychological Convention.

The SCRA Council of Education Programs has selected Susan Dvorak McMahon to receive the Outstanding Educator Award. The purpose of the award is to recognize an SCRA member who has made exemplary and innovative contributions to the education of students about community psychology and community research and action. The award will be presented at the 2013 SCRA Biennial Conference.

Calls for Award Nominations
Submit your dissertation for a SCRA Dissertation Award

Is it possible that you just happened to write 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: December 1, 2012

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, 2010 and August 31, 2012 — 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, 2010 and August 31, 2012 — any dissertation completed within these dates may be submitted.

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

For Both Dissertation Awards:
The winners of both dissertation awards will each receive a prize of $100, a one year complimentary membership in SCRA, and up to $300 in reimbursement for travel expenses in order to receive the award at the APA meeting in 2013.

Materials required:
Individuals may nominate themselves or be nominated by a member of SCRA. A cover letter and a detailed dissertation abstract should be submitted electronically to the Chair of the Dissertation Awards Committee. The nomination cover letter should include the name, graduate school affiliation and thesis advisor, current address, phone number, and (if available) email address and fax number of the nominee. The abstract should present a statement of the problem, methods, findings, and conclusions. Abstracts typically range from 4-8 pages and may not exceed ten double spaced pages, including tables and figures. Identifying information should be omitted from the abstract.

Evaluation process:
All abstracts will be reviewed by the dissertation award committee. Finalists will be selected and asked to submit their full dissertation electronically (finalists whose dissertations exceed 150 pages may be asked to send selected chapters). The committee will then review the full dissertations and select the winners.

Nomination Process and Deadline for Submission:
Submit an electronic copy of the cover letter and dissertation abstract to the Chair of the Dissertation Awards Committee, Sarah Lowe by December 1, 2012 at srlowe@gmail.com.

SCRA Award Nominations 2012-2013

DEADLINE FOR ALL AWARD NOMINATIONS: December 1, 2012

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

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

Award recipient will receive a fee waiver for registration for the Biennial Conference.
The award will be given every year and award recipients will be recognized at the Biennial.
Candidates may nominate themselves.
Contact: Dr. Chiara Sabina, chair and Member at Large for Early Careers, Penn State Harrisburg, at sabina@psu.edu or School of Behavioral Sciences and Education, Penn State Harrisburg, 777 W. Harrisburg Pike, Olmsted W311, Middletown, PA 17507.

Past recipient:
2012 Louis Brown
Award for Distinguished Contributions to Theory and Research in Community Psychology

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

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

Initial nominations should be sent to Fabricio Balcazar at fabricio@uic.edu by December 1, 2012 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.

Past recipients:
2012 Hiro Yoshikawa
2010 Isaac Prilleltensky
2009 Marc Zimmerman
2008 Christopher Keys
2007 William Davidson
2006 Kenneth Maton
2005 Abe Wandersmann
2004 Roger Weissberg
2003 Lonnie Snowden
2002 Ana Marie Cauce
2001 Rhona Weinstein
2000 Stephanie Riger
1999 Irwin Sandler
1998 Dickon Reppucci
1997 Leonard Jason
1996 Marybeth Shinn
1995 Ed Trickett
1994 John Newbrough
1993 William Ryan
1992 Irwin Altman
1991 Kenneth Heller
1990 Edward Seidman
1989 Edward Zigler
1988 Richard Price
1987 Murray Levine
1986 Julian Rappaport
1985 George Fairweather
1984 George Spivack and Myrna Shure
1983 Rudolf Moos
1982 Charles Spielberger
1981 George Albee
1980 Barbara and Bruce Dohrenwend
1979 Emory Cowen
1978 James Kelly
1977 Bernard Bloom
1976 Ira Iscoe
1975 John Glidewell
1974 Seymour Sarason

Award for Distinguished Contribution to Practice in Community Psychology

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

Criteria for the award shall include:
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 Fabricio Balcazar at fabricio@uic.edu by December 1, 2012 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:

1994 Gloria Levin
1993 Maurice Elias
1992 David Chavis
1991 Beverly Long
1990 John Morgan
1989 Frank Reissman
1988 Betty Tableman
1987 Donald Klein
1986 Anthony Broskowski
1985 Thomas Wolff
1984 Carolyn Swift
1983 Saul Cooper

The Ethnic Minority Mentorship Award

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

Specific criteria for the award include two or more of the following:

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

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

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

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

Nomination Process:

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

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

Please submit nominations by December 1, 2012 to Pamela Martin at pamela_martin@ncsu.edu or Department of Psychology, 640 Poe Hall, Campus Box 7650, Raleigh, NC 27695-7650.

Past recipients:
2009 Meg Bond
2008 Stephen Fawcett
2007 Craig Brookins and 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 and Ricardo Munoz
1997 Beth Shinn
1996 Melvin Wilson
1995 Irma Serrano-Garcia
1994 Oscar Barbarin
1993 Hector Meyers
1992 Forest Tyler
1991 Leonard Jason and Stanley Sue

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:
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 $22,000. Additional contributions will enable the fund to maintain its award level. Contributions can be sent to: Debra Nolan, 4440 PGA Blvd. #600, Palm Beach Gardens, FL 33410. Send nominations to Fabricio Balcazar at fabricio@uic.edu.

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 December 1, 2012 to Chair of the Social Policy Committee: Judah Viola at judah.viola@nl.edu or Community Psychology Ph.D., Program National-Louis University, 122 S. Michigan Avenue, Chicago, IL 60603.

Past Recipients:
2009 Steven Howe
2007 Leonard Jason

Excellence in Education Programs Award

This award is sponsored by the SCRA Council of Education Programs (CEP). 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.

Criteria for the award includes 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.

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

Please send nominations by January 30, 2013 to: Dr. Rhonda Lewis at rhonda.lewis@wichita.edu or Psychology Department, 1845 Fairmount, Box 34, Wichita, KS 67260-0034.
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.

Past Recipient:
2009 Screening for Mental Health, Inc
2009 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.

Past Recipients:
2011 Tom Wolff and Isaac Prilleltensky
2009 Bill Berkowitz

To make a nomination, e-mail kalafataward@scra27.org by December 1, 2012.

The Don Klein Publication Award to Advance Community Psychology Practice
The Don Klein Publication Award to Advance Community Psychology Practice is awarded biennially at the SCRA Biennial. The purpose of the award is to encourage and acknowledge excellence in promoting the field and practice of community psychology through publications with strong dissemination potential across disciplinary lines. The award will be presented biennially to recognize the publication that best exemplifies the practice of community psychology.

Criteria for the award shall include:
1. A publication whose authorship includes at least one SCRA member. Authors may be researchers, faculty, students or practitioners or any combination thereof, from any field, from any country.
2. Publications may include books, handbooks, videos, periodicals, tools, journals, practice manuals, evaluation tools, video productions and web based presentations and reference resources.

Initial nominations should be sent to Fabricio Balaczar at fabricio@uic.edu by December 1, 2012 and include:
1. The title and full citation of the nominated publication and the names and contact information of all authors.
2. A description, not to exceed one to three double-spaced pages, as to how the publication promotes exemplary community practice, and is consistent with, or promotes, the values of the field.

Any member of SCRA may nominate and self-nominations are permitted. A $500 cash award will be presented to the authors of the winning publication at the Biennial. The first author will receive complementary registration to the Biennial.
NOW IS THE TIME TO NOMINATE SCRA FELLOWS!!

DEADLINE FOR NOMINATIONS: December 1, 2012

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 December 1, 2012 to Jim Cook at jcook@uncc.edu or Psychology Department, UNC Charlotte, 9201 University City Blvd, Charlotte, NC 28223.
### 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: ____________________________

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#### APA Membership Status:

- [ ] Not an APA member
- [ ] Fellow
- [ ] Member
- [ ] Associate
- [ ] Student
- [ ] Lifetime Member

APA Member Number (if known): ____________________________

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

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

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

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

**Sex:**  ____ Female  ____ Male

**Race/Ethnicity** (check all that apply)

- [ ] Native American, Alaskan Native or Native Hawaiian
- [ ] Asian or Pacific Islander
- [ ] Black/African American
- [ ] Hispanic/Latino
- [ ] White/Caucasian
- [ ] Other: ____________________________

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

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

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

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Member</td>
<td>$75.00</td>
<td>______</td>
</tr>
<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>
</tbody>
</table>

Please consider supporting the following SCRA initiatives by contributing to the following funds

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<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</td>
<td>10.00</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</td>
<td>10.00</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>
</tbody>
</table>

TOTAL $ ______

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**