From the President
Fabricio E. Balcazar
University of Illinois at Chicago

A Chicken in Every Pot
This was the memorable campaign promise of candidate Hoover in 1928 and some argue that this promise actually got him elected.

The people were hungry at the time and the idea of one day having a chicken to eat was motivation enough. I want to ask you, what is your chicken? SCRA wants to address your needs and give value to your membership. We want to make sure that as a valued member of SCRA, you find what you came looking for when you joined the Society. We have made great progress on some fronts—the Community Psychology Practice Council is a great example! But, as SCRA’s President, I want to make sure that every member feels that their interests and needs are addressed and that membership in SCRA is worth it. The only way we can accomplish this is by listening to the voices of the members. We rely on you as a member to continuously keep us informed about your needs and interests. So, please take the time to tell us how we can help. What are your needs and interests?

We currently have several plans in various stages of development. First, we are revamping SCRA’s website. We want the site to serve more functions in terms of communication and information. We are also starting to explore ways to implement educational programs through webinars and venues to develop massive open online courses (MOOCs) that will increase the availability of community psychology training opportunities online. We just started a committee under the leadership of Bill Berkowitz that is going to be developing a plan to pursue these ideas. We want the website to have a library of the webinars for members to see or use at their discretion. The committee will be surveying the members in the near future to identify the topics for the first round of webinars. We believe the webinars can become an integral part of the formation of community psychologists while also allowing trainees to be exposed to the knowledge and experiences of community psychologists from around the world.

The Policy Committee has been successful in promoting small community projects and we are also providing technical assistance to community psychology training programs, particularly the new and emerging ones. The Policy Committee is also engaged in a process of building a network of like-minded professionals from other organizations to expand our influence in the area of social justice and increase communication, education and interdisciplinary collaboration. We are developing proposals to offer reduced membership fees for individuals who belong to those organizations. With our network partners, we are also going to explore the potential for starting a Political Action Committee (PAC) if our membership wants to have more direct participation in the political process and give a more direct voice to our concerns and to our agenda for social justice.

For next year, we have already approved reduced fees for international members, utilizing the web as the central mechanism for delivering the AJCP and TCP. We are going to be examining the best ways for a gradual transition of the TCP into an electronic format delivery, which is going to eventually reduce our costs (the annual print version of the TCP is about $18,000). Most organizations like ours are moving in that direction and any member will be able to print their own copy as desired. With our TCP editorial team, the EC will be reviewing the best way to continue to support members who may lack appropriate printing capacity.
and prefer to get printed copies of the TCP.

As you can see, we want a chicken in every pot! You just need to let us know what you want. We want SCRA and its members to continue to grow and thrive. We want all members to feel enthusiastic with our commitment to the values of community psychology. All members are valuable and all can make a difference.

I am very grateful for your vote of confidence in electing me as President of SCRA. I will do my best to find your chicken and I hope you like it. For those of you who do not know me, I served for 6 years as Treasurer of the Society and over those years our income increased significantly (not because of my doing, I was just the caretaker). Our ownership of the AJCP has been a major source of revenue and during the next year we will be engaged in negotiations for the next contract. We are very optimistic about the continued success of the Journal. I am happy to have a great team of volunteers who will be doing most of the hard work during my tenure as president. I am also very grateful for the opportunity I had to learn from our previous two presidents, Jean Hill and Jim Cook. I am also very fortunate to have the assistance of Victoria Chien, our new Administrative Director. She has already proven to be a great asset to the leadership of the Society.

I am looking forward to a great year and with your help, I am sure we will all enjoy our chickens.

From the Editors

Gregor V. Sarkisian and Sylvie Taylor,
Antioch University Los Angeles

Greetings!

As we enter our second year as co-editors of the TCP, we are delighted to report that submissions are at an all-time high. It has been a pleasure to serve SCRA as Co-Editors, and we appreciate the support and kind words that we have received from members of the SCRA community. We would like to extend special thanks to our Past President, Jean Hill, for her care and support during our first year as Co-Editors. We would also like to extend our gratitude to Roger Mitchell, past Chair of the Publications Committee, for giving us this unique opportunity to serve SCRA and its members. We very much look forward to working with our new President, Fabricio Balcazar and the new Chair of the Publications Committee, Meg Bond.

Fall marks some transitions for TCP. We would like thank the following outgoing editors for their years of service and stewardship: Susan Dvorak McMahon (Regional Update), Judah Viola (Public Policy), Jesica Fernandez (Student Issues), and Pamela Mulder (Women’s Issues). It has been an honor and pleasure to work with each of you! In turn, we welcome Regina Langhout as the new Editor for the Regional Update, Chuck Sepers as the new Co-Editor of the Student Issues, and Katherine Cloutier and Rebecca Robinson who will serve as Editors of the column on Women’s Issues.

We also have some new features that have been added to the TCP. Irma Serrano-García, SCRA’s Representative on the APA Council, will prepare a new column, APA Developments of Interest to SCRA; Kahaema Byer will edit a column for the International Committee, and Tiffany Jimenez, Brian Christens, and Shepard Zeldin will edit the New Graduate Programs in Community Psychology Research & Action column. Welcome to our new editors. We look forward to working with you all!
Update for the Executive Committee

Initiating an Interest Group

To initiate an interest group, the group must submit the following information to the Executive Committee:
1. A proposal indicating the purpose and rationale for the group;
2. A list of at least 25 Society members who want such a group to form and agree to be active participants; and
3. The names, addresses, phone numbers and fax numbers of at least two contact persons who are willing to be appointed as Chair and Chair-Elect.

The Executive Committee will typically consider these requests at its next business meeting (Midwinter or August). Individuals who wish to start an Interest Group are welcome to contact the President, other Executive Committee members, and/or current Interest Groups Chairs for further information and support.

Dissolving an Interest Group

If an Interest Group democratically decides to dissolve and so informs the Executive Committee, or if an Interest Group does not select a Chair and/or submit a report for a period of two years, the Executive Committee will assume that interest in the particular issue has been lost, and cease to include it as an active group in its organization roster. It will also be eliminated from the SCRA recruitment brochure and the TCP listing.

Specific Tasks
1. Sponsor at least one open meeting at a local, regional and/or national gathering each year;
2. Sponsor other activities designed to promote the specific mission of the Interest Group;
3. Distribute at least one written communication (letter, fax, e-mail) to group members about interest group activities each year;
4. Contribute to TCP;
5. Submit semiannual reports (December & June) of activities and accomplishments to the Executive Committee, including a yearly work plan and any budgetary requests in the December report;
6. Attend Interest Groups Chairs meeting with Executive Committee at APA Convention and/ or Biennial Conference;
7. Receives a monthly report from AMC Source with the names of contact information of new members interested in joining the committee and contacts those new members to orient and engage them;
8. Maintain computer file documents that include a job description, copies of important correspondence, detailed procedures for critical tasks, and other critical papers;
9. Turns over the computer file documents to the incoming person at the end of her/his term; and
10. Sends the Secretary a copy of the computer file documents.

Timeline

September/October
• Set priorities for the year and develop appropriate timelines

November
• Submit proposals for programs &/or meeting time at the Biennial Conference (even year) (due November 15)
• Submit proposals for program time at APA Convention (due Dec. 1)

December
• Send reports and budget requests to Secretary for Midwinter Meeting
• Submit any desired information and/or column to TCP (November 30 deadline)

January-May
• Establish own projects and appropriate timelines
• Submit any desired information and/or column to TCP (February 28 and May 31 deadlines)

June
• Hold open meetings at Biennial Conference (in odd years)

July
• Send reports of activities to Secretary for APA Executive Committee Meeting
• Submit any desired information and/or column to TCP (August 31 deadline)

August
• Hold open meetings at APA Convention
EXECUTIVE COMMITTEE
2013–2014
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University of Illinois, Chicago
PAST PRESIDENT
Jean Hill,
New Mexico Highlands University
PRESIDENT–ELECT
Brett Kloos,
University of South Carolina
TREASURER
Jim Emshoff,
Georgia State University
SECRETARY
Stephanie Reich,
University of California, Irvine
STUDENT REPRESENTATIVES
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University of California at Santa Cruz
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University of Kansas
APA COUNCIL REPRESENTATIVE
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Georgia State University
Christian Connell,
Yale University
Carie Forden,
Clarion University of Pennsylvania
Sasha Sadow,
International Christian University, Japan
Sylvie Taylor,
Antioch University Los Angeles
Ashley Anglin,
University of Hawai‘i, Manoa (student)
Brian Christens,
University of Wisconsin, Madison
REGIONAL NETWORK COORDINATOR
Regina Langhout,
University of California, Santa Cruz
MEMBERS-AT-LARGE
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University of Massachusetts Lowell
Susan Wolfe,
Susan Wolfe Associates, LLC
Tiffany Jimenez,
National Louis University
AJP EDITOR
Jacob Kramer Tebes,
Yale University
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CULTURAL & RACIAL AFFAIRS
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FELLOWS
Jean Hill,
New Mexico Highlands University
INTERNATIONAL
Mona Amer,
The American University in Cairo, Egypt
INTERDISCIPLINARY LINKAGES
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Portland State University
MEMBERSHIP
Nellie Tran,
University of Massachusetts Lowell
NOMINATIONS
Jean Hill,
New Mexico Highlands University
PUBLICATIONS
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PUBLIC POLICY
Judah Viola,
National Louis University
WOMEN
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University of Alaska, Fairbanks
University of Alaska, Anchorage
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DePaul University
U.S.—NORTHEAST
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George Mason University
Michelle Ronayne,
Nahua Community College
Michael Schlehofer, Salisbury University
U.S.—ROCKY MOUNTAINS/SOUTHWEST
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University of New Mexico
U.S.—SOUTHEAST
Sarah Suiter,
Centerstone Research Institute
Ciara Smalls,
Georgia State University
U.S.—WEST
Regina Langhout,
University of California–Santa Cruz
Joan Twohey-Jacobs,
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Kotone Ikeda
Ochamomizu Women’s University
Kota Tama
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American University of Cairo
Serdar Degirmencioglu,
Cumhuriyet University
José Ornelas,
Instituto Universitario
LATIN AMERICA
Tesania Velázquez Castro
Pontificia Universidad Católica del Perú
Nelson Portillo,
Universidad Centroamericaana (UCA)
INTEREST GROUPS
AGING
The Aging Interest Group focuses on the productive role of aging in the community
and the prevention of mental health problems in the elderly.
Chair: Margaret M. Hastings,
(847) 256-4844
margaret.hastings@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,
(433) 797-3346
COMMUNITY ACTION
The Community Action Interest Group explores the roles and contributions of
people working in applied community psychology settings.
Chair: Bradley Olson,
(773) 325–4771
bradley.olson@nl.edu
COMMUNITY HEALTH
The Community Health Interest Group focuses on health promotion, disease
prevention, and health care service delivery issues as they relate to the community.
Co-chairs: David Lounsbury,
(415) 338–1440
dlounsbury@decom.uc.edu
Shannon Gwin Mitchell,
(202) 719–7812
sgwinmitch@gmail.com
DISABILITIES
The Disabilities Interest Group promotes understanding of the depth and diversity of
disabilities issues in the community that are ready for research and action, and
influences community psychologists’ involvement in policy and practices that
enhance self determination, personal choice, and full inclusion in the community
for people with disabilities.
Co-Chairs: Kendra Liljenquist,
kkiljen@bu.edu
Erin Stack,
erinestack@gmail.com
ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is focused on research and action related to
global climate change and environmental degradation. With a focus on environmental
justice, particularly how environmental change affects and often perpetuates social
inequality, this group explores the role of community psychology can and should play
in understanding these urgent changes to our ecology.
Chair: Laura Kati Corlew,
lkcorlew.uh@gmail.com
Co-Chair: Allison Eady
allisoneady@gmail.com
INDIGENOUS
The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific
branch of the Society for Community Research and Action. The aims of this
group are interrelated. Firstly, it wants to support SCRA members who are conducting
indigenous research by providing a forum for the exchange of ideas, literature
and experience. This will assist the Group’s more specific focus which is to utilize our
combined resources more effectively to conduct strengths-based praxis towards
raising public awareness of the plight of indigenous people and addressing the
social justice issues they face in oppressive
dominant societies.
Co-chairs: Brian Bishop,
B.Bishop@curtin.edu.au
Lizzie Finn,
lfinn@curtin.edu.au
LESBIAN, GAY, BISEXUAL,
& TRANSGENDER (LGBT)
The LGBT Interest Group increases awareness of the need for community
research and action related to issues that impact LGBT people, and serves
as a mechanism for communication, collaboration, and support among
community psychologists who are either interested in research/service/community
related to LGBT people and communities, and/or who identify as LGBT.
Co-chairs: Richard Jenkins,
jenkinsr@nids.nih.gov
Maria Valente, valente60@msu.edu
NEW GRADUATE PROGRAMS
The mission of New Graduate Programs Group is to support and strengthen new
graduate education programs of the SCRA nationally and internationally.
Co-Chairs: Tiffany R. Jimenez,
tejimenez@nl.edu
Brian D. Christens
and Shepherd Zeldin
ORGANIZATION STUDIES
The Organization Studies Interest Group is a community of scholars who are interested in community psychology themes such as (e.g., empowerment, qualitative
analysis, prevention, sense of community) in organizational contexts, and inimporting
organization studies concepts, methods, models, and theories into community psychology.
Chair: Neil Boyd,
(717) 512–3870
boyd@lycoming.edu
PREVENTION & PROMOTION
The Prevention & Promotion Interest Group seeks to enhance development of
prevention and promotion research, foster active dialogue about critical
categorical analysis and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.
Co-chairs: Monica Adams,
madams8@depaul.edu
Derek Griffith,
derekmg@umich.edu
RURAL
The Rural Interest Group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Co-Chairs: Susana Helm,
helms@dep.hawaii.edu
Cicile Lardgon,
(909) 474–5781
c.lardgon@uofd.edu
SCHOOL INTERVENTION
The School Intervention Interest Group addresses theories, methods, knowledge
base, and setting factors pertaining to prevention and health promotion in
school.
Co-chairs: Melissa Maras,
University of Missouri
Jon W. Splett,
University of South Carolina School Mental
Health Team
SELF-HELP/ MUTUAL SUPPORT
The Self-Help/Mutual Support Interest Group is an international organization of
researchers, self-help leaders, and policy makers that promotes research
and action related to self-help groups and organizations.
Chair: Louis Brown,
lb12@jsu.edu
THE SOCIETY FOR COMMUNITY RESEARCH & ACTION
SPECIAL REPORT
Graduate Training in Community Psychology Practice
Competencies: Responses to the 2012 Survey of
Graduate Programs in Community Psychology

Christian M. Connell, Yale School of Medicine; Rhonda K. Lewis, Wichita State University; James Cook, University of North Carolina - Charlotte; Greg Meissen, Wichita State University; Tom Wolf, Tom Wolf & Associates; Sharon Johnson-Hakim, Atlantic Health Systems; Ashley Anglin, University of Hawaii at Manoa; Carie Forden, Clarion University of Pennsylvania; Beiyue Gu, Delaware County Community College; Robert Gutierrez, DePaul University; Andrew Hostetler, University of Massachusetts Lowell; John Peterson, Georgia State University; Toshi Sasao, International Christian University; & Sylvie Taylor, Antioch University Los Angeles

Beginning in late 2012, The Council on Education Programs (CEP) and the Community Psychology Practice Council (CPPC) collaborated to update the SCRA survey of graduate training programs in community psychology. This is the seventh such administration of a survey to masters and doctoral level graduate programs providing community-psychology education since 1987 (Elias, Dalton, & Godin, 1987; Maton, Meissen, & O’Connor, 1991; Meissen, Colgate, Slavich, Dorr, & Petersan., 1995; Lounsbury, Skoures, & Cantillon, 1999; Hazel, 2005; Dziadzkowiec & Jimenez, 2009). The focus of the graduate program survey has expanded in recent years to inform the field about the current state of graduate education in community psychology, including types of graduate community training opportunities, faculty composition, information about students and alumni, and the provision of training in community psychology practice competencies. This report focuses on the degree to which community psychology graduate training programs emphasize core competencies related to community psychology practice. Future reports will summarize other aspects of the survey responses from participating graduate programs.

Method
Members of the CEP compiled a list of graduate programs and contact information for program directors from Community Psychology, Clinical-Community Psychology Programs and Interdisciplinary Psychology programs. Once non-working email addresses were eliminated, 63 survey invitations were sent, representing 58 programs (10 of these outside the US).

Survey Instrument
Members of the CEP and CPPC adapted the current survey from the 2008 survey of graduate programs jointly implemented by CEP and CPPC. The revised survey consisted of 67 items addressing areas such as: (1) type of graduate community program, (2) composition of program faculty, (3) information about student enrollment, criteria for admission, and career paths post-graduation, and (4) level of training in each of 18 community psychology practice competencies published in the fall 2012 TCP article by Dalton and Wolfe. Each competency area was presented and defined (See Table 1 for the final list and definitions provided in the survey). Availability was
rated on a 5-point scale: 0 (not readily available), 1 (available outside the program or on a case-by-case basis), 2 (available in optional coursework), 3 (available in required coursework), or 4 (integrated into multiple aspects of training). Exposure or experience level was also rated on a 5-point scale: 0 (not readily available: few if any opportunities to develop this competency), 1 (exposure: most students become acquainted with this competency), 2 (experience: most students gain a basic ability to use this competency in practice), 3 (proficient: most students gain an intermediate ability to use this competency), or 4 (expertise: most students gain an advanced or high level of ability to use this competency).

### Results

Thirty-nine programs responded with sufficient information to be included (67% response rate). Further data collection outreach efforts are underway; updated results will be posted to the CEP page of the SCRA website. Respondents represented the following program types: Stand-alone Community Ph.D. (15.4%), Clinical-Community Ph.D. (23.1%), Interdisciplinary Community Ph.D. (17.9%), Other Doctoral Program (12.8%), and Master's Program (30.8%).

#### Effectiveness of Training in Community Psychology Practice (CPP)

Consistent with the previous survey of graduate programs (Dziadkowiec & Jimenez, 2009) fewer than half (38.5%) of programs indicated having a specific definition of community psychology practice that guides the curriculum and pedagogy of the program. Despite the lack of a specific definition of community psychology practice, programs generally rated themselves favorably in terms of their success in training students for community-based practice. No program rated themselves as less than ‘moderately successful’ on a 6-point scale ranging from 0 (not at all successful) to 5 (very successful). Ratings of success were more favorable among programs with a specific definition of CPP (see Figure 1) based on a chi-square for ordinal ratings (p = 0.015).

Three-quarters (74%) of respondents provided their basis for evaluating success in CPP Training. Although programs may have indicated multiple bases for rating their success in this area, the most frequent responses (indicated by 38% of programs) referenced the breadth or depth of training experiences for students. Examples included, “we have a graduated series of placement/internship experiences”, “[the] variety and intensity of community experiences,” and “we have a special fieldwork course that functions as a community practicum that prepares students for community level assessment and intervention, and consultation.”

About a third (35%) of programs referenced more general pedagogical approaches or broader curricular or program orientation factors. Examples included “at our institution we apply theory to practice and provide students with a broad range of skills that are designed to facilitate the community psychologist in their work within the community,” “because of our emphasis on practice competencies, and because our program is very strongly oriented toward preparing students for directly entering the workforce (as opposed to a more research or academic orientation),”, and “we have an excellent faculty by any definition, and several courses that provide a good theoretical foundation.”

Finally, about a quarter (28%) of programs indicated that the success of their alumni in entering the workforce served as the basis for their ratings of success in training students for community psychology practice. Examples included “a large proportion of alumni are practicing or teaching in a manner consistent with our learning objectives, including systemic thinking, ecological thinking, and providing multi-level and multi-stakeholder interventions or services,” “about 1/3 of our students choose a community-based rather than academic route, and they do well in these jobs,” and “the community psychology students have been positively accepted in the labor market once the training is completed, and many have been integrated into the organizations that provided the apprenticeships, meaning the connections between the training and practice have been positive.”
Availability and Experience Level of Community Psychology Practice Competencies

As described previously, programs rated both availability and experience gained from exposure to each of the 18 competencies. Table 2 summarizes program reports of competencies availability by domain. Three of the five foundational competencies were indicated as available through required coursework or integrated into multiple pragrammatic aspects by more than 90% of programs: Socio- and cross-cultural competence, Ecological perspectives, and Ethical reflective practice. The remaining foundational competencies (Community inclusion and partnership, Empowerment) were also reported at these levels by approximately 80% of programs.

Other competency domains were more varied in their availability. Competencies within the community program development and community research domains were required by nearly 60 to 80 percent of programs. The competencies rated as generally less available were those from the capacity-building and social change domains, including small and large group process, community development, and public policy analysis and advocacy. Each of these latter competencies was required by fewer than 50% of programs and 25% of programs reported their availability only outside the program or not readily available to students.

Table 3 summarizes program reports of competency exposure/experience level by domain. A majority of programs (70% to 75%) rated the same three foundational competencies that were most available within programs as the ones with the highest proficiency or higher: Socio- and cross-cultural competence, Ecological perspectives, and Ethical reflective practice. The remaining foundational competencies (Community inclusion and partnership, Empowerment) were indicated as resulting in proficiency or higher by 58% and 53% of programs, respectively.

As with availability, competencies within the community program development and community research domains resulted in proficiency or higher less frequently than foundational principles, but to a greater degree than capacity-building and social change competencies. Competencies in these domains were generally rated as resulting in proficiency by about 50% of programs, with another quarter of programs indicating that graduates developed basic skills consistent with some experience in these areas. Finally, 25% or fewer of programs indicated that graduates developed proficiency in the areas of community organizing and advocacy, community development, and public policy analysis and advocacy. Unfortunately, these are the competencies focused on community level change and social justice issues.

Post-graduate Career Paths

The final set of analyses for this report summarizes program reports of career trajectories for recent graduates of respondent programs over the past five years (See Figure 2). Only 66% (20 Ph.D. and 6 Masters-level programs) responded to items asking programs to indicate the percentage of graduates who pursued various career paths after program completion. Options included: academic position, professional research, community practice, clinical practice, and 'other'. Given the small sample of respondents by degree type, some caution in interpreting the range of responses is warranted. Given that caveat, the most prevalent career paths reported by doctoral-level programs was an academic position (41%), followed by professional research position (22%). Only about 15% of graduates pursued positions described as community practice-oriented, while another quarter pursued clinical practice settings. Respondents who selected “Other” described these as involving administrative roles or a combination of both research and other types of skills (e.g., clinical responsibilities). For Masters program graduates (6 programs responding), the majority of graduates were pursuing careers involving community practice (39%),

and advocacy. Each of these latter competencies was required by fewer than 50% of programs and 25% of programs reported their availability only outside the program or not readily available to students.

Table 2. Ratings of Availability of CPP Competencies by Competency Domain (%)

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Not readily available</th>
<th>Available outside program or case-by-case</th>
<th>Available in optional coursework</th>
<th>Available in required coursework</th>
<th>Integrated into multiple aspects</th>
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</thead>
<tbody>
<tr>
<td>Foundational Principles</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>Environmental Perspectives</td>
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<td>5.1</td>
<td>2.6</td>
<td>23.1</td>
<td>69.2</td>
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<td>Empowerment</td>
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<td>7.7</td>
<td>10.3</td>
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<td>50.8</td>
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<td>Socio- and Cross-Cultural Competence</td>
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<td>2.6</td>
<td>0.0</td>
<td>28.2</td>
<td>59.2</td>
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<td>15.4</td>
<td>5.1</td>
<td>33.3</td>
<td>46.2</td>
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<td>Ethical Reflective Practice</td>
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<td>2.6</td>
<td>0.0</td>
<td>38.5</td>
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<td>Program Development</td>
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<td>18.4</td>
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<td>51.6</td>
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<tr>
<td>Prevention &amp; Health Promotion</td>
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<td>7.7</td>
<td>10.3</td>
<td>56.4</td>
<td>25.6</td>
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<td>Community &amp; Organizational Capacity-Building</td>
<td>0.0</td>
<td>26.3</td>
<td>21.1</td>
<td>263</td>
<td>21.1</td>
</tr>
<tr>
<td>Community Leadership/Mentoring</td>
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<td>17.9</td>
<td>25.6</td>
<td>18.5</td>
<td>15.4</td>
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<td>Group Processes</td>
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<td>7.9</td>
<td>17.9</td>
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<td>Resource Development</td>
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<td>Consultation &amp; Org Development</td>
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<td>23.7</td>
<td>26.3</td>
<td>28.9</td>
<td>15.8</td>
</tr>
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<td>Community &amp; Social Change</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration &amp; Coalition Dev.</td>
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<td>26.3</td>
<td>10.5</td>
<td>39.5</td>
<td>23.7</td>
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Table 3. Ratings of Experience-level of CPP Competencies by Competency Domain (%)

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with fewer graduates involved in clinical practice (24%) or other types of settings.

**Discussion**

The education of community psychologists remains strong in the areas of applied research, program evaluation, ecological, cultural and ethical issues but lacking in those domains that represent the “action” component of Community Psychology. The development of the 18 Community Psychology Practice Competencies is an important step in defining and guiding our field but also shows some areas of education that need greater emphases. An important aspect that distinguishes community psychology is the commitment to community change and social justice. The data show relatively low levels of educational commitment in the areas of the community and organizational capacity building and community and social change. Graduate programs in community psychology are understaffed and find it difficult to change especially in teaching competencies like leadership, advocacy, policy, collaboration and group work. The challenge for SCRA is to use some of these very skills to facilitate higher levels of education and expertise for graduates of our programs by first making it an organizational priority to assist programs address these needs. We have the talent within SCRA to offer consultation to graduate programs, to develop credit-offering courses through summer institutes and online courses and invite students into our own work around policy and advocacy. Community-oriented internship (for clinical-community programs) and postdoctoral opportunities are other means of providing postgraduate educational opportunities in the practice competencies. Making the education of future community psychologists in identified practice competencies – particularly those competencies less readily available to students – the highest priority of SCRA is an important first step.

**Next Steps**

The CEP and CPPC want to use the information from this survey for two major purposes: First, this information should help guide students who wish to make decisions about where they may wish to apply to graduate programs to obtain desired skills. Second, for programs that may not have the range of expertise and programmatic offerings desired, we hope to develop options for students to gain exposure and experience in the competencies that may not otherwise be available. For example, faculty from other universities might host seminars or special training opportunities in the summer that might benefit all community psychology training programs, practitioners might be called on to be adjunct faculty and provide specialized training, webinars and other distance learning technologies might be employed to advance training in specific areas.

Finally, two additional surveys bear mentioning, as the focus is complementary to the data presented here. In 2013, student members of CPPC sent a survey to current graduate students asking them to assess the level of training they would like to receive and the level of training they expect to receive on each of the eighteen competencies through their graduate training programs. Results from this study, which were presented at the 2013 Biennial and will be published shortly, provide a valuable perspective on student desires and expectations regarding education in community psychology practice. Second, Allen Ratcliffe and Bill Neigher are in the process of conducting a survey of SCRA members who self-identified as practitioners to assess frequency of use, academic training, and current proficiency in community psychology practice competencies. Each of these surveys provides a valuable and complementary perspective to the program level data reported here, and together each advances the conversation on education for practice.

**References**


**APA Developments of Interest to SCRA**

*Edited by Irma Serrano-Garcia, PhD*

I have been serving as SCRA’s Council Representative on the APA Council since January, 2012. Whether you appreciate, dislike or do not care about APA, I think you should be aware of what is going on in the organization due to its impact on our profession and on the nation’s policy. I am convinced that APA is a resourceful organization, with many goals that are consistent with SCRA’s, and is open to critique and change even if sometimes slower than we would prefer. Thus my interest in this column are twofold: a) keeping you abreast of developments (Feb. 2012-August 2013) at APA which I think are of interest to SCRA, b) and informing you of some of the tasks I am undertaking so that you can collaborate with SCRA.

**Developments**

APA’s organizational development: The Good Governance Project - After three years of study, consulting, and much participation from all members of governance, Council approved most of the motions related to organizational improvements required to make APA and Council more effective and focused.
Enhancing the use of technology to expand communication among governance members and between governance and the general membership.

Developing a program that will create a new pipeline for leadership in APA governance.

Creating a triage system that enables governance to work efficiently and nimbly on new issues, without duplicative efforts.

Expanding Council’s scope to focus on directing and informing major policy issues and ensuring policy is aligned with APA’s mission and strategic plan.

Delegating responsibility for budget and internal policy matters to APA’s Board of Directors for a three-year trial period.

Changing the composition of APA’s Board of Directors to be more representative of APA’s membership. Council directed the President to appoint an Implementation Work Group (IWG) to plan how to carry out these decisions and to clarify structural models available for Council to discuss at its next meeting.

Psychologists’ work in national security settings – Council adopted a resolution that reconciles APA’s policies against torture and other forms of cruel, inhuman or degrading treatment or punishment and those related to psychologists’ work in national security settings. This reconciled policy rescinds their Report of the APA Presidential Task Force on Psychological Ethics and National Security (PENS) and retains the Association’s 2006 policy concerning torture and the 2008 member petition on psychologists’ work in national security settings. The policy is grounded in the principle that torture is always a violation of human rights and a violation of the APA Ethics Code.

Center for Psychology and Health (CPH) – APA created this Center dedicated to highlighting and advancing the contributions of psychology to the overall improvement of mental and physical health and health care in our nation. The CPH engages in a variety of collaborations to apply psychology’s expertise to increase access to quality health care at reduced cost (http://www.apa.org/health/about/index.aspx)

Other actions and policies approved by Council during my term include:

- Earmarking $3 million to increase the number of accredited internship slots - During the first year $593,000 were distributed to 32 programs.
- Approved funding for an APA task force to study trafficking of women and girls.
- Approved new journals: a Div. 54 journal (Practices and Services Delivery in Pediatric Psychology), an APAGS journal (Translational Issues in Psychological Science) and APA’s first open methods, open-data, open-access journal (Archives of Scientific Psychology)
- Adopted a resolution designed to increase the public and allied health professionals’ awareness of psychotherapy’s effectiveness in reducing people’s need for other health services and in improving long-term health (www.apa.org/news/press/releases/2012/08/psychotherapy-effective.aspx)
- Adopted as APA policy Guidelines for Prevention in Psychology, the Guidelines for the Practice of Telepsychology, and Guidelines for Psychological Practice with Older Adults

Goals and Tasks

The main focus of my participation on Council is to increase the presence of community psychology and community-centered perspectives in APA. I have chosen three ways to do this:

- Increasing the presence of SCRA members in governance committees, groups and Boards – You frequently receive on the SCRA-list calls for participation in diverse governance groups. If you are interested in participating and fit the criteria, submit your name or let me know and I will help you with the process.
- Increasing the presence of SCRA members in nominations for awards – APA gives many awards that are suitable to the work we do. However, we have been timid in our efforts to nominate or self-nominate. If you qualify or know a colleague that does, let me know and I will help in moving your nomination through the process.
- Present new business items in Council that SCRA groups and committees have generated – The Self Help Interest Group already prepared and I submitted a new business item so that Council will approve a resolution to recognize the effectiveness of self-help support groups, to promote broad access to these groups, and to advocate for their inclusion as health-promoting interventions in the APA’s U.S. healthcare reform priorities. I will be happy to move along other resolutions that SCRA’s committees and groups promote and are congruent with our goals and mission.

I hope this brief report gives you an idea of what is happening at APA and of ways in which we can influence the organization. I hope to hear from you soon.
Data Journalism

Too much information. This shorthand usually indicates that someone has gone too far in personal disclosure, but it can also describe the way many of us feel in response to the seemingly insurmountable mountains of data that we now have access to in our hyper-connected world. We each have our personal mountains of information to contend with – emails, voicemails to respond to, journal articles and books we intend to read, data to analyze and write up. For those who are active on social media sites we can add to this the never ending influx of posts, messages, pictures, invites, blog posts, and comments that litter our computer, iPad, and/or phone screens every day. It’s enough to make one wish for a simpler time. Like the 80’s.

And yet, beyond all of this information that we are struggling to attend to, there is the knowledge that there is even more out there – tons more, in fact. Thanks to governmental and organizational policies that are encouraging transparency and data sharing, there is seemingly no limit to the kind of information that we can get our hands on (and rather frighteningly, there is also seemingly no limit on the amount of information that is collected every day about us). There are obvious downsides to this, as privacy concerns take center stage in political discourse, and the upsides can be hard to sift through. So there are databases with thousands, sometimes millions, of points of data available through sites such as data.gov, census.gov, and other government and non-governmental sources. What are we going to do with all of this data?

Data journalists provide an answer to that question. The term data journalism is not universally recognized, but it is an activity that has become increasingly popular – not only among journalists, but also among activists, NGOs, and private citizens. Data journalism involves the use of data sets to create news stories. As in other research contexts, the data must be obtained and cleaned before it can be used. However, unlike researchers, who then focus on analyzing data sets and reporting their results to a relatively limited audience, a data journalist is focused on finding creative ways to share their information with the broadest possible audience. They may or may not actually take part in formal analysis; often, they simply filter the information and then present it in ways that can be easily consumed by broad audiences, such as infographics or interactive visualizations.

For instance, the above infographic contains a vast amount of information in one image. Using the visual metaphor of a rainbow, the Guardian connects each color to a specific civil rights issue facing the LGBTQ community (e.g. red = marriage equality, yellow = hospital visitation rights). States are arranged in a compass-like circle by regions that are roughly matched to the region’s location, and the overall image provides a quick assessment of the state of gay rights in each major area. For instance, the area represented by the northeast is alive with vibrant color, while directly below it, the southeast is almost entirely gray. The full blue ring indicates that adoption by a single person (faded blue) or by both single people and same-sex couples (dark blue) is the only issue which has seen some progress in every state. In addition to providing an instant visual summary, the online version of the image is interactive. Hover over a region, and a breakdown of the state’s laws will pop up to the left. This provides more nuance to the overall picture, and includes some surprises. For instance, you’ll find that Arkansas, which is gray in nearly every area other than adoption, actually has laws prohibiting harassment in schools based on gender identity and sexual orientation. The same set of data would be overwhelming were it just a set of tables. Yet because of its presentation, this complex data set now seems easily navigable, even fun, to sort through.

As community psychologists, we are also interested in sharing information beyond the confines of academia. The techniques employed in data journalism can offer great lessons, both for sharing the results of our own research, and for accessing and making use of the vast stores of publicly-available data that
can inform decision making and help build healthier communities. First, it's important to note that data journalism requires a host of different competencies that are rarely possessed by one person. Though I've been speaking of the data journalist in the singular, the truth is that data journalism often relies on a team of people working together in order to create useful products. There is typically at least one person who acts as the main investigator. This is usually a journalist, but it can also be a concerned citizen who acts in concert with other entities to uncover truths about their communities. They are concerned with pushing the story forward, and may be responsible for some or all of the following: forming questions, identifying sources of data that can answer these questions, obtaining the data, overseeing the production of data visualizations and other products, creating one or multiple news stories based on data findings, and sharing these products and stories with a wide audience through traditional media outlets or other means. The investigator may have many talents, but often must rely on the support of others, mainly technical assistants and graphic designers, in order to craft effective visual representations of data.

The Data Journalism Handbook by Gray, Chambers, and Bounegru (2012) provides an overview of data journalism, and numerous illustrations of how data journalism has been used, such as an expose by the Las Vegas Sun on preventable deaths that prompted six pieces of Nevada legislation. They also have chapters focusing on the following: Getting data, understanding data, delivering data, and using visualizations to tell the story.

Obtaining data may or may not be easy. There is certainly a glut of information that is available at our fingertips. Data.gov alone has over 200,000 data sets available at the time of this writing. You may already have your own data or data that's been shared with you by community or government partners. However, let's say you have a question and the answer isn't readily available. What do you do? This is where investigative and technical skills can come into play. On the investigative front, you may be able to find what you need just by making some phone calls. Perhaps there is an organization that works on your topic of interest, and they have or know where to find data that can help answer your question.

If you're looking for data that belongs to the government, you may just have to poke around the right website, or send an email requesting the information. The Freedom of Information Act (FOIA) in the U.S., and similar policies in other countries, mandates access to all federal agency records, except for those that are covered by specific exemptions. The FOIA website provides guidance on making requests for data (http://www.foia.gov/how-to.html) and notes that most agencies now accept FOIA requests electronically. However, there may be significant backlogs, so even though you have the right to obtain data, doesn't mean you'll obtain it in a timely fashion. You may also specify which format you'd like to receive the data in, though agencies are under no obligation to fulfill requests that require analysis of data or to other perform additional work.

Obtaining data in the proper format can be a huge challenge in itself. Perhaps all the data you wish to obtain is available on a state agency website, but it's on the site itself or in a PDF. You can try copying and pasting, but that rarely works. You can try painstakingly reconstructing a database by hand, but this is impractical when you're looking at large data sets. In order to get it into an Excel file or something else you can actually use, sometimes all you have to do is send an email requesting the original source data. However, other times you may be left to your own devices. This is one place where having access to people with technical expertise can come in handy. It's actually quite possible, and relatively easy, for someone with the right know-how to "scrape" a website in order to obtain information from it. This can be done in order to reconstruct a database from a table, or even to create a database containing information from text scattered throughout the site.

Understanding data is something that we've all been trained to do, but there are still some tricks to learn. It is in delivering data and creating engaging visualizations that calls for us to enhance our skills, or find people who have skills that we don't possess. Graphic designers can make a world a difference. Part of what makes the Guardian's gay rights infographic so engaging is the fact that it's beautiful. Still, there are tools available right now, such as visual.ly, that enable anyone to start experimenting with data visualization. This is an area where community psychologists can really bridge the gap between research and community action.

References


“Gay Rights in the US” image retrieved from http://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states

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

Joint Column: Education Connection and The Community Practitioner

Edited by Jim Dalton, Carrie Forden, and Susan Wolfe

This combined Education Connection and Community Practitioner column continues our series on the practice competencies. Our topic for this issue is Policy and Advocacy. We present two articles that were both written by students. The first, by Melissa Strompolis, a doctoral student at the University of North Carolina-Charlotte describes her experience with getting involved in policy and advocacy and demonstrates how students can become engaged and play significant roles in SCRA's policy and advocacy initiatives. The second is by Farah Shash, a master’s student at the American University of Cairo, Egypt. She describes her efforts at advocating for policy changes to combat violence against women during a time of political
instability. Both articles demonstrate how community psychology students can engage in policy and advocacy work, and the impact they can have. If you have comments or questions about this article, please feel free to contact the editors at cforden@clarion.edu (Carie Forden) or susan.wolfe@susanwolfeandassociates.net (Susan Wolfe).

A Student’s Adventures in Policy & Advocacy
Written by Melissa Strompolis,
University of North Carolina-Charlotte,
Research Associate,
Center for Child and Family Studies,
University of South Carolina

Getting involved in policy and advocacy (P&A) isn’t always easy, especially if you didn’t know that you were interested in P&A. Looking back, there are several things that I would have done differently (i.e., taken policy classes) if I had known I was interested in P&A when I started graduate school. But rather than focus on what could have been, I can use my own experience to talk about the community psychology competency of 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; Dalton & Wolfe, 2012).

I don’t remember the exact moment that I became interested in P&A. But I do remember talking to my advisors about my newfound interest and what I could do about it. Had my advisors either taught a class or known someone who taught a class similar to the one described by Ratcliffe (2013), I most likely would have started my journey there. Instead, they offered a practical solution, a meeting with a former student (Laura Clark), who at the time was a director at a local policy and advocacy organization. The meeting resulted in a semester-long practicum and summer research position. Laura was (and still is) an amazing mentor, and afforded me the opportunity to provide multiple staff members with research and tools for advocacy.

The following year, my advisors encouraged me to register for the policy workshop and to network with individuals on the policy committee (PC) at the SCRA biennial conference. At the policy workshop, I was both inspired and overwhelmed by the projects and accomplishments of the speakers. I heard Beth Shinn talk about working at various levels of government, Brad Olson discussed the annulment of the PENS report, and Chris Corbett provided tips for talking to legislators. Judah Viola also talked about the SCRA PC, and joining seemed like a logical move for someone interested in doing P&A work.

At a subsequent social event, I decided to introduce myself to Judah to talk about the SCRA PC and opportunities that might come from joining. (I not-so-smoothly held out my hand to Judah while he was chewing food and holding a glass of wine in one hand and his dinner in the other.) Thankfully, Judah either ignored or didn’t notice my faux pas and we discussed my (very minor) P&A experience and joining the SCRA PC. As a result of that conversation, Judah asked me to write a column for The Community Psychologist (TCP) about my P&A practicum experience (see Strompolis, Liles, & Clark, 2011).

That same year, I joined the SCRA PC and my experience began to snowball. I have reviewed several proposals, position papers, and policy statements. I volunteered to be on sub-committees, took meeting minutes, and helped other committee members with policy-related work (see Maton, Strompolis, & Wisniewski, 2013). I even identified my dissertation topic through a partnership with a policy grant award recipient. But there are three activities that I would like to specifically highlight, because I think they contributed the most toward the competency of public policy analysis, development, and advocacy:

1. Writing a policy statement
2. Developing relationships
3. Building SCRA policy-related capacity

As many of you reading this article may have seen on the SCRA listserv, I became active around the issue of gun violence. At the time of the Sandy Hook shooting, I reached out to Brad Olson and Ken Maton for help and support after I had drafted a policy statement. Brad and Ken graciously offered to help with writing both the policy statement (see Strompolis, Olson, & Maton, 2013) and subsequent calls to action (remember all those emails you deleted?). Tom Wolf also offered to help with writing calls to action regarding gun violence. Our efforts were also noticed by the American Psychological Association (APA). With the help of SCRA President Jean Hill and others, we are developing a collaborative and productive policy partnership with APA (most recently, APA asked the SCRA PC for information on mental health stigma reduction programs). The writing of the gun violence policy statement in and of itself was beneficial (faculty members could substitute research papers for policy statements in graduate coursework), but just as important, were the relationships that developed.

The relationships that I have developed as a result of joining the SCRA PC are important not only for providing help and support but also for advice, professional development, and creating new opportunities for P&A work. Relationships have also developed with members outside of the PC. For example, Gloria Levin has been a behind-the-scenes supporter of our efforts. Gloria has rightly pointed out that we (SCRA) can do so much more when it comes to P&A work. At the same time, Gloria has offered valuable considerations for work and resources (e.g., examples of other organizations’ policy and advocacy procedures), and differing opinions on approaches for conducting advocacy work. The advice from Gloria and work from the SCRA PC has provided momentum for increasing the capacity of SCRA to engage in P&A work.

A report from a survey of SCRA members has provided several possibilities for building the capacity of SCRA members to engage in P&A work. Some of the possibilities include conducting policy-relevant research, developing and disseminating policy-relevant position statements, providing trainings and workshops, and integrating policy-relevant material into graduate coursework (see Maton et al., 2013). The SCRA PC has engaged (and continues to do so) in some of these activities including the encouragement of writing policy statements by SCRA members, disseminating work on the SCRA policy website, and providing trainings and workshops. Most recently,
SCRA co-sponsored a policy workshop in Washington, D.C. and conducted a workshop at the SCRA biennial conference. The SCRA PC continues to find innovative ways to build P&A capacity. For example, the PC is exploring the development and sponsorship of a P&A practica for graduate students.

References

Policy and Advocacy Work During Politically Unstable Times
Written by Farah Shash,
The American University in Cairo

I have only been working on public policy for about two years, yet they have been very critical years in the history of Egypt. Egypt has been witnessing significant political and social changes with the start of the revolution, and gender issues and gender based violence issues were widely debated. In 2012 did my thesis research on gender mainstreaming, which is a public policy strategy to bring a gender perspective to all aspects of an institution’s policy and activities (Reeves & Baden, 2000). I have also been working on policy research and some legislation and policy campaigns through my work to combat violence against women by passing a bill to criminalize violence against women inside the family and to change laws on sexual violence. In this short essay I will be discussing my experience in advocating for policy bills and changes in times of constant political changes and instability.

Understanding the Politics
To be able to communicate with policy makers and legislators and engage in effective advocacy and lobbying I had to educate myself on the politics game, learning to recognize political trends, and to understand how each political group thinks, and the relationship between the different political groups, civil society and the governmental entities. In the past three years, Egypt has had three different governments, each with a different political trend and different agenda, and none of them have had gender issues as a priority nor had the political will to combat gender-based violence. It has been important therefore to know how to advocate and to grab the attention of policy makers, governmental officials and the grassroots, and also to be flexible in order to adapt to all these changes.

For about 10 years, civil society organizations working on women’s rights and gender issues, have been trying to pass two very important bills: a bill to criminalize violence against women inside the family and another bill modifying the existing laws criminalizing sexual violence. After the 2011 revolution however, the elected parliament had a majority members of the conservative parties (Muslim Brotherhood, which was the ruling party at that time, and Salafis) who showed resistance to discussing gender issues. They have called for the cancelation of international agreements like the Committee on the Elimination of Discrimination Against Women (CEDAW) and justified gender based violence in some incidences.

We had to find a way to pressure the parliamentary officials to at least discuss the bills. An advocacy campaign started that included intense media coverage where statistics, testimonies and case stories were used and a petition was initiated to obtain signatures that included individuals, political parties, national and international organizations to show them how many support the cause. Community psychologists could have an effective role in campaigning and talking to the media, since they have the skills to be able to reflect the voice of the people and grassroots movements, turn research into action and be able to build good networks and contacts to lobby for their cause. Unfortunately, since no training was giving on public policy or advocacy in my program, I was first introduced to many of these skills through my job and was taught networking skills and how to address the media. Yet, it was still easier for me as a community psychologist to be able to apply collaborative and participatory approaches that helped me in research, which helped greatly in reflecting the voice of girls and women in those different campaigns.

Networking and Coalition Building
Networking and coalition building are two core competencies that I consider the most important for the processes of lobbying and advocacy. In my experience, it has been hard to actually get to meet any of the policy makers or parliament officials without having a previous relationship with them or having with you another politician or activist who is popular in the field and has some kind of influence. So it is important, if you don’t have a large base of networks and contacts, to include someone influential from the civil society or the media who believes in the cause and could get you appointments with policy makers. I learned that I had to choose those who are aware of the issue or could be open to discussion and who are from certain political parties or groups who could be pressured to have gender issues on their agenda. An example is political parties who claim that they have a liberal background and have gender issues on their agenda or do gender mainstreaming. I also realized that policy makers and legislators actually appreciate discussing the bills with advocates, as we are already doing part of their job. Face-to-face exposure and discussions can build trust and allows the legislators to view you as an asset that can help them be more effective (Corbett, 2013).

I also learned that media relations are essential. The media could advocate for or against the cause, so it is important
to have the community’s voice reflected through the media. It is also essential to choose a media representative who is fully aware of the issue, the content of the bill, and who is able to address the opposition. I believe that our training as community psychologists makes it easier for us to understand how people think, what is the culture of the people we are addressing and what makes them resistant to the idea’s we are offering, which would make it easier for us to convince them and know how exactly to address them. For example, our initiatives to combat violence against women inside the family have always been attacked by the media and by conservative groups, who see it as an attempt to break up families. Yet the bill was discussed in the media and we argued that the law seeks rehabilitation and change in the attitude of the perpetrator (father, brother, husband) rather than putting him in jail, hence, the idea was much more acceptable to the community and the media and more people signed the petition to support the bill.

The advocacy and lobbying process are definitely more effective if people from several different backgrounds working towards one goal, are all-together at one table (Wolff, 2013). As a community psychologist trained on coalition building, applying principles of participation and collaboration in practice has been a fascinating experience. Through my work I have been part of an Egyptian coalition called The Task Force for Combating Sexual Violence which is composed of around 20 national and community based organizations, independent activists groups (which have been working within communities and in the street since the revolution and are expected to be even more effective than registered civil society organizations in the long run), along with volunteers, policy makers, political parties representatives, media representatives, lawyers, doctors and survivors of sexual violence. The task force worked on drafting a policy bill to modify laws criminalizing domestic violence, and condemning violence against women by the state and during protests. It has demonstrated a strong ability to gather and mobilize the grassroots movements and community and build support for their cause. It also helped all stakeholders in identifying together priority issues to work on, so they would be more effective and it immediately gets media attention, for example, now it is established that the priority issues in Egypt are creating laws to criminalize sexual violence and domestic violence. During the current political instability, the coalition has been trying to push sexual and gender based violence issues on the agenda of every government, however, it also is affected by ongoing events and its activity decreases sometimes. It has been important to always have a set meeting (monthly or every 2 weeks), to have a clear set strategic plan, and to follow their action plan, with flexibility to respond to the ongoing events.

As community psychologists, we learn how to take an ecological approach to interventions, and intervening on the governmental level through the work on public policy should be a main pillar in our graduate training, but I have found this to be lacking. Graduate students need to learn, through at least one introductory class, skills like advocacy, lobbying, policy research, and policy analysis and recommendations. Internship opportunities with organizations that do policy work and policy research, governmental institutions, political parties or certain advocacy campaigns should be offered through their graduate studies. An example of the policy work of community psychologists should be included, such as Christopher Corbett’s work on disability and many others work and experiences that has been helpful for me personally. I learned from their experience in networking and bill writing. Referring to the Community Toolbox could be beneficial as well, since it has several tips on advocacy and coalition building and other competencies (http://ctb.ku.edu/en/dothework/tools_tk_10.aspx, http://ctb.ku.edu/en/dothework/tools_tk_content_page_238.aspx). Also, graduate programs could have joint classes with public policy departments to be able to see how they work and eventually introduce the community psychology perspective or skills to this type of work.

In conclusion, community psychologists could help make transformative social change working in public policy and have an effect at the governmental level. To do that, they need to be fully aware of the political game and how it works and reflect to the government and policy makers the voice of the communities and grassroots groups. To be able to do this work, community psychologists need to have a large network of contacts from different backgrounds; policy makers, politicians, activists, and media representatives. Being part of a coalition is likely to facilitate networking and would make the interventions be more effective, since a good coalition includes people from different backgrounds and is more likely to intervene on many levels, causing transformative social change.

References


Environment and Justice

Edited by Manuel Reimer and Sara Wicks

How to Connect With Us: Bringing Climate Science and Traditional Knowledge Together

Written by Laura Kati Corlew, Research Fellow, Pacific Regional Integrated Sciences and Assessments (Pacific RISA) Program East-West Center, Honolulu, HI

The Pacific Islands Climate Services Forum (PICSF) was hosted by the Pacific Centre for Environment and Sustainable Development (PACE-SD) and the Pacific
Climate Information System (PaCIS) at the University of the South Pacific (USP) in Suva, Fiji in January, 2013. The forum gathered Pacific Islands regional experts who are climate service providers (scientists, researchers, aid agencies) and climate service users (government, program managers, planners, country coordinators, etc.). Climate services are the programs, projects, and interventions that promote communities’ capacities to adapt to climate change. By bringing together climate service providers and users, the forum sought to raise awareness about climate science knowledge, capabilities, products, and services, and to cultivate climate change learning networks in a sustained, iterative dialogue.

The PICCF relied heavily on break-out discussion sessions on the cross-sectoral issues with climate science services. I attended the forum as a community and cultural psychologist who researches the human dimensions of climate change in the Pacific Islands region. I served as Rapporteur for the Livelihoods and Culture discussions, which were attended by community leaders (e.g., matai and other chiefs), service providers, farmers, scientists, students, and other community members. Participants came from all over the Pacific Islands region, from both rural and urban island communities, and from more than a dozen cultural and linguistic backgrounds. A majority of the participants were women. Discussions explored the specific ways that culture and livelihood intersect, and how climate services can improve their cultural engagement to increase the sustainability (longevity) of the project, as well as the community’s environmental, economic, and cultural sustainability.

Participants of the Livelihoods and Culture sessions described these needs as both self-evident and largely unaddressed by climate science services. It is thus my goal with this article to report the cultural engagement issues as discussed by the Pacific Islander climate change stakeholders in these sessions, including a proposed model for effective and culturally responsive engagement of diverse cultural communities by climate science services.

Definitions. The Livelihoods and Culture participants began by deciding among the group what they considered to be Livelihoods and Culture, and how those topics intersect. Both deal with how people live on this earth, and with the relationships between people and the ecology. Culture comes from and encompasses the community’s experiences and points of view. A sustainable livelihood would protect both the environment and the community. Livelihoods and culture both require delicate balances in life, including (a) interactions between and across cultures; (b) the responsibility inherited from forebears, along with decisions regarding if/what to continue and if/what to adapt or change; and (c) the interactions among scientific knowledge, culture, and the basic needs of society, such as the scientific understanding of how natural systems work and the traditions for determining what to do with that knowledge.

Climate Science and Traditional Knowledge Interactions. Participants discussed the strong perception among many Pacific Island cultural groups that science often recreates knowledge already held within traditional ecological knowledge (TEK). When climate service providers work with diverse populations in the Pacific, they must necessarily interact with different TEK, scientific backgrounds, and cultural perspectives. The difficulty with matching science and TEK is that each community has different TEK relating specifically to their culture and the environment in which it was developed.

Participants also noted that scientific and traditional knowledge may be at odds. For example, some cultural groups define the seasons according to lunar cycles, the harvesting of a specific plant, or even within decadal patterns of variability, rather than with weather or solar seasons. A climate service project that operates outside of TEK paradigms will struggle to fit into community norms, just as the community will have difficulty enacting or sustaining the project.

Climate service providers working from a scientific paradigm may find challenges in relating to multiple cultural paradigms. Nonetheless, rather than establishing new and potentially competing paradigms and vocabulary, from the communities’ perspectives it is most sustainable to integrate science into their own TEK and experiences. In this way, climate sciences and TEK can be used to complement and/or supplement each other. Climate services can fill in the gaps of TEK, especially those caused by new climate changes to known weather and seasonal patterns.

Most of the Pacific Islands have been (or are) colonized by foreign countries. As such, many Pacific Islanders are highly connected to foreign cultures and to their traditional island culture. Indeed, they are able and willing to engage in opportunities related to education and globalization, but simultaneously desire the cultural advantages of their traditional lifestyles. Participants discussed how Pacific Islanders may leave their home countries to pursue advanced degrees and employment, but “will always return home.” There are many who are able to navigate both scientific and traditional knowledge. Climate service projects can benefit from hiring staff members who understand both the project’s science and the community’s TEK and values. These “culturally bilingual” staff members can facilitate the bridging necessary for a culturally responsive and scientifically based project.

Model for Community Engagement. Building on these discussions, participants proposed an ideal model for TEK-science integration. The entire model is predicated on a sustained process of open dialogue in which the climate service providers are soliciting as well as distributing information. The information they solicit from the community must, of course, be subsequently incorporated into the climate services provided.

The first stage of the model is for the climate service providers to approach the identified community group to ask about their general knowledge and processes, e.g., asking farmers about their daily, seasonal, and yearly farming activities and decisions in the local climate and environment. After listening, the providers can next present a description of climate change as it may relate to their farming. These first two stages lay a foundation for open dialogue about the farmer’s experiences with these and other phenomena. It would be useful for the climate service providers to record the vocabulary, stories, and
perspectives of the local community to create a “TEK climate glossary” specific to that community. Service providers and community members can then develop or adapt the project in a way that builds practical relevance, community ownership, and cultural responsiveness. Each of these characteristics increases the likelihood of the project being both beneficial and sustainable in the long term. Project development must continue after the initial implementation, however. A sustained project with effective community and cultural engagement will require repeated trainings, and on-going forums for two-way dialogue between the climate service providers and the community.

**The Champions of Change.** At the close of the final break-out session, one Fijian student shared a story from her local knowledge and her scientific knowledge, she wrote and published a paper on these impacts, which she sent to her village leaders. Her village became the first on her island to enact relevant adaptations. She told the story to illustrate that “we can be the champions of change.” Pacific Islanders who understand culture and understand science are uniquely equipped to navigate the actions that must be taken. She noted that everyone in the room – scientists, chiefs, and even students – have the power to be knowledgeable voices of leadership for culturally responsive climate services. This was clearly evidenced by the discussions in the Livelihoods and Culture break-out sessions.

**Community Psychology.** By its very nature, community psychology spans disciplines, cultures, and knowledge paradigms. The field is so flexible because it is process-oriented; relevant skills and competencies revolve around the ability to adapt products and interventions to fit the needs and capacities of the focal community. The expert participants of the Livelihoods and Culture break-out sessions at the PICSF were adamant that it is the iterative and sustained process of relating climate services to TEK that leads to cultural responsiveness and success in the long term. Community and cultural engagement is not an outcome. It is the procedure.

**Working with an Environmental Justice Organization: The Experience of a Developing Community Psychologist**

*Written by Roxanna Rosen, Doctoral Student, Psy.D. Program in Clinical Psychology, University of La Verne, La Verne, CA*

Environmental racism (ER) is an example of unequal treatment of minority groups. Environmental racism has been defined as the intentional placement of hazardous waste sites, landfills, incinerators, and polluting industries in communities composed primarily of African American, Latino, Native American, Asian, farm workers, and working class populations (Weintraub, 1994; Grossman, 1994). Although there are many factors that influence the location of these sites (e.g., waste sites, landfills, and incinerators), including socioeconomic status, race has been found to be a strong indicator (Weintraub, 1994). Furthermore, while industries that pollute are drawn to poor neighborhoods due to their lower land values, incomes, and business costs, those living in these targeted communities typically do not have the economic power to leave a contaminated area. As a result, it becomes more challenging and complex for minority groups, particularly those of lower socioeconomic status, less formal education, poorer political power, and community resources to fight back against such industries. Given the above mentioned detrimental effects on communities affected by environmental racism, I, as a future community psychologist, have been passionate about raising awareness in the community about ER and working with and alongside organizations taking action to prevent it.

**Scholarly Inquiry & Action**

As a student in a year-long doctoral level community psychology course designed to provide an advanced introduction to community psychology, I was able to conduct a literature review and engage in service learning, consciousness-raising, and social action projects focused on a critical social issue. I focused my scholarly inquiry and action on environmental racism, carefully reviewing the existing literature on environmental injustice and environmental racism. This empirical grounding helped inform me and focus my approach to engaging in a service learning project and community activism with a thriving grassroots organization, Mothers of East Los Angeles (MELA). I cannot sufficiently express how gratifying and empowering it was meeting the CEO of MELA, Diana del Pozo-Mora. She made the values and concepts of community psychology come to life with her work. Diana showed me that community psychology is about knowledge and community partnerships. She spoke about how their sense of community has prevented and helped fight social injustices, such as placement of state prisons, refineries, and incinerators.

MELA is a non-profit, minority, community-based organization founded in the mid-1980s in the Boyle Heights community of East Los Angeles. MELA engages in community action on issues surrounding environmental quality of life for communities of East Los Angeles and advocating for poor, working class, and Latino families of this community. Specifically, I supported the work of The Clean Air School Program, a program focused on protecting children’s health by cleaning the contaminated air where school-age children spend much of their time and should be safe: in the classroom. Boyle Heights is considered a “toxic hot spot” because it has more sources of pollution such as refineries, auto body shops, and rail yards than other populated urban areas in Los Angeles. In addition, four freeways run through Boyle Heights.

In 2010 MELA was approved for a grant of nearly one million dollars from the Reformulated Gasoline Settlement Fund to improve the poor air quality of classrooms in six inner city schools located within Boyle Heights. These funds were allocated to the development of a state of the art air filtration...
technology system and the completion of related building improvements to reduce the exposure of students and staff to air pollution. Specifically, it cited a study that showed the effects of HEPA filtration of the “breathing zone” on reducing allergic symptoms in children and adults (Sublett, Seltzer, Burkhead, Williams, Wedner, & Phipatanakul, 2009).

This effort has involved multiple organizations and institutions including MELA’s partnerships with IQAir, South Coast Air Quality Management District (AQMD), Los Angeles Unified School District, The Archdiocese of Los Angeles, and The Reformulated Gasoline Settlement Fund in a collective effort to clean up sources of outdoor pollution within the community.

In support of MELA’s efforts to obtain additional funding to place more air filters in affected communities of East Los Angeles, I drafted and presented a letter to the Boyle Heights Neighborhood Council and thereafter to the U.S. Environment Protection Agency. I also wrote a petition in support of The Clean Air School Program, raising awareness in the community about the effects of air pollution caused by freeways and MELA’s community partnerships to clean up sources of outdoor pollution and to advocate for the placement of additional air filters in five elementary schools in Boyle Heights. The letter educated community members and stakeholders on the detrimental effects of air pollutants (e.g. particulate matter) to community members and “at risk” populations, such as children and elders who are more prone to respiratory and cardiovascular problems (e.g. asthma, lung inflammation, allergies, etc.). The letter discussed the effectiveness of the use of air filters to improve health and well-being, and advocated for the placement of additional air filters in five elementary schools in the Boyle Heights community.

**My Personal Reflections**

My work with MELA allowed me to witness the values of community psychology in action and to serve as a collaborative partner with MELA and the Boyle Heights community for change and environmental justice. MELA is a perfect example of a grassroots coalition, working with Boyle Heights’ residents and other organizations (e.g. Los Angeles Unified School District) to fight social injustices like ER and to promote ideals of social justice and community well-being. Working with MELA helped me gain a deeper insight of the power of partnership work. Specifically, I learned that community psychologists can become agents of change for unheard voices and underprivileged groups. It has allowed me to serve as an advocate for unheard voices and underprivileged groups and to work with community members and activists in an empowered setting to promote overall well-being in the Boyle Heights community.

The second value of community psychology, sense of community, was demonstrated beautifully in the work MELA does. It was exciting to see community members empowered to engage in social action efforts that benefited its members and increased their sense of belonging and interdependence. MELA’s efforts promoted the well-being of individuals and families within the community. In addition, they help develop and sustain collaborative partnerships geared towards eradicating environmental injustice in their community. Diana explained how their sense of community is the most important aspect of MELA. She defined sense of community as means of concern and love for issues in their community and as a force that keeps them together in their work for change within the community. Simply put, they use their sense of belonging and tolerance towards hazardous waste to work towards a common goal (i.e. creating awareness and educating community members about the dangers of toxins, harmful chemicals, and waste sites).

**Impact of my service learning project on ER**

The goal of my social action project was to support and promote social justice for this community. It was very enriching to hear how members of MELA along with other organizations have united to achieve social justice. MELA is about empowering members of their community to voice their opinions about various issues in their community. MELA’s actions give community members a strong sense of empowerment and reinforce their status as an empowering agent. This project was a very fulfilling experience for me. It was surprising to receive so much support from MELA. I did not anticipate them giving me as much freedom to learn about them and work with them on these critical issues affecting their community. This experience not only allowed me to understand MELA and their community, but it also allowed me to gain a deeper understanding of my purpose as a future community psychologist and of how I can be used as a tool to raise awareness, empower, and work towards social justice.

Take action! Learn more about supporting environmental justice by visiting the websites below.

- To learn about the latest research and key terms about environmental justice and environmental racism, please visit [www.ejnet.org/ej/](http://www.ejnet.org/ej/)
- Green Action is a multiracial grassroots organization that fights for health and environmental justice together with low-income and working class urban, rural, and indigenous communities. To learn more and get involved, please visit [www.greenaction.org](http://www.greenaction.org)
- The Mobilization for Climate Justice West is a coalition of organizations that supports non-violent direct action and public education to promote fair solutions to the climate crisis. To learn more, please visit [www.actforclimatejustice.org](http://www.actforclimatejustice.org)

**References**


The International Section of SCRA celebrates Mitsuru Ikeda (Japan) for his years of dedicated leadership to the committee. Thank you Mitsuru for your hard work and service! We also wish to welcome our incoming section chair, Mona Amer (Egypt) and look forward to the year ahead. This Fall edition of the International column integrates the experience of international attendees at the recent SCRA biennial conference and simultaneously examines the theme of inclusiveness through language.

SCRA International welcomes international perspectives on Community Psychology. Please send submissions to k.byer@umiami.edu.

Reflections on an Unusually International-American SCRA Biennial
Written by Mona M. Amer, Egypt

When I walked into the room for the Public Policy Workshop on the morning of the SCRA Biennial pre-conference, I was pleasantly startled to hear snippets of conversations in different accents from around the world. Indeed, as the introductions snaked through the rows of chairs, it became quickly apparent that this was not going to be a traditionally U.S.-dominated conference. I wasn’t the only one who was surprised, as the speakers needed to swiftly revise their content and continuously consider the applicability of their suggestions to other countries. I kept asking myself, “How is this even possible, when each nation—and even city—has its own culture, politics, governance, and mechanisms for change?”

The 2013 Biennial attracted a wonderfully diverse gathering of delegates. From the 597 attendees, an astounding 12% (72) came from outside of the U.S. and Canada. They had traveled from Australia, the Bahamas, Egypt, Ireland, Italy, Jamaica, Japan, Mexico, New Zealand, Peru, Portugal, South Africa, Spain, Turkey, and the United Kingdom. This does not include the many attendees currently residing in the U.S. and Canada who are international students and temporary sojourners, Americans who have made for themselves second homes in other countries, and others whose hearts are itching to travel abroad but haven’t found the right path yet. These various types of international intersections were exemplified in the 20 or so members who joined the SCRA International Committee’s biennial meeting.

As an Egyptian-American who studied community psychology in the U.S. and who is teaching it now in Egypt, I can appreciate the richness that these global connections provide to SCRA as well as to the field of community psychology in general. The international presence at the conference was a constant reminder to question the assumptions, methods, and applications of American community psychology and to consider what kinds of wisdoms we can gain from other parts of the world. For me it was exciting to not only learn from others’ experiences but also to make new friends and network with colleagues from different backgrounds.

As much as each place in the world may have its unique culture and circumstances, the recent global spread of protests and occupy movements shows just how much the world is interconnected in systemic ways. Social media and instant communications across oceans have made the global community feel more intimate and seem less vast. To stay relevant, the SCRA community also needs to work at nurturing these international ties. This means contributing to an intercultural and international examination of the products of our field (e.g., textbooks, courses, training competencies, etc.) and encouraging cross-cultural partnerships. At the organizational level, it also means facilitating opportunities for international memberships in SCRA and for members of SCRA to gain more international exposure. Hosting international visitors at the SCRA Biennial is just one example of this. However, attending the conference is cost-prohibitive for those living in other countries; consider that an airline ticket from across the Atlantic can cost $1,500 or more, which is more than double the average monthly salary of an upper-middle class college graduate in Egypt.

Finding ways for SCRA to be more hospitable to foreign colleagues is just one of the goals of the International Committee. As the incoming chair of this committee, I invite you to join us in working to find other ways to enhance our international connections and increase visibility of international issues. If you are interested in participating in these efforts, please send an e-mail to Heather Grohe, the coordinator of our committee’s memberships, at heather.grohe@wichita.edu. Perhaps by the time the next SCRA Biennial rolls around, the questions I was contemplating at the Public Policy workshop on “How is this even possible...?” may be closer to being answered.

Mi experiencia con la Sociedad para la Investigación y Acción Comunitaria y el Bional
Written by Carlos Luis, Monterrey, México

El campo de la psicología comunitaria captó mi atención en primera instancia, al ser un campo con valores declarados, valores en los que creo. Fui formado por jesuitas y creí en un hogar católico en el que me enseñaron el valor de servir y de ser agradecido por lo que uno tiene.

Asistí al Congreso de la Sociedad para la Investigación y la Acción Comunitaria que representaba para mí la oportunidad de estar en contacto con personas diversas, de diferentes contextos, pero preocupadas por algo en común: el sentido, justicia y bienestar comunitarios. Encontré justo lo que buscaba: personas comprometidas con su entorno, que desde su quehacer como académicos, practicantes o voluntarios, están en continua construcción de un mundo más justo, incluyente y equilibrado.

Me inspiraron los trabajos del Dr. Leonard Jason, la Dra. Michelle Fine y el Dr. Geoffrey Nelson, en lo que respecta a la incidencia en políticas públicas. Creo que un modo de fomentar un bienestar generalizado se puede dar desde la modificación de políticas que imposibilitan el desarrollo de
grupos vulnerados, y de reconocer la vulnerabilidad de dichos grupos así como el desequilibrio de poder existente.

Disfruté de estar en contacto con grandes ejemplos de colaboración y organización comunitaria como lo son el Practice Council, International Committee, Actino Interest Group y el Community Tool Box desde donde se están haciendo esfuerzos continuos por facilitar la práctica de la Psicología Comunitaria en todo el mundo.

Finalmente, me encuentro muy agradecido por la cálida recepción, no solo de los organizadores sino de los participantes en general. Tuve la oportunidad de convivir con colegas de Argentina, Australia, Canadá, Estados Unidos, Egipto, Italia, Japón, México, Perú, Puerto Rico y Sudáfrica, a quienes agradezco su confianza, ya que me permitieron conocer parte de su persona y su trabajo, y me ayudaron a reafirmar mi deseo de continuar y adentrarme en el campo. A todos ellos mi sincero agradecimiento y admiración por su continuo trabajo en la construcción de un mundo más justo, más humano.

**English translation**

**My experience with the SCRA and at the Biennial Conference**

When I first learned of the field of community psychology, I was immediately impressed that there was a professional field that represented values that I deeply believe in, and brings to the table issues that are not widely discussed elsewhere. I was influenced by the Jesuits and grew up in a Catholic home in which I was taught the value of serving and of being grateful for what one had.

Attending the SCRA Conference represented for me the opportunity to be in contact with diverse persons from different contexts, but all of whom shared common concerns: meaning, justice, and community wellbeing. I found exactly what I was looking for: persons deeply committed in what they do as academics, practitioners, and volunteers, constantly building a more just, inclusive, and balanced world.

I was inspired by the work of Dr. Leonard Jason, Dr. Michelle Fine and Dr. Geoffrey Nelson, regarding their impact on public policy issues. I believe such approach is needed if we’re looking forward to improve the conditions of vulnerable groups at a large scale, along with the importance of recognizing their vulnerability as an existing power imbalance.

I enjoyed being in touch with great exemplars of collaboration and community organization during the Practice Council Summit, the International Committee meeting, the Community Action Interest Group meeting and the Community Tool Box presentation; all of whom I had the opportunity to learn a bit about their continuous efforts to live and work towards the values of CP.

Finally, I was grateful for the warm reception, not only of the organizers but also of the participants in general. I had the opportunity to converse with colleagues from Argentina, Australia, Canada, the US, Egypt, Italy, Japan, Mexico, Peru, Puerto Rico and South Africa, to whom I am grateful for their trust and the opportunity to get to know both parts of their person as well as their work, the experience of which helped to reaffirm my desire to continue pursuing this field. To these persons I express my sincere gratitude and admiration for your continued work in building a more just, more human world.

**Tackling the language issue in SCRA**

*Written by Kahaema Byer, Trinidad & USA*

Carlos Luis graciously offered to provide his reflections as an international attendee at the recent SCRA 2013 Biennial conference for the current issue of The Community Psychologist. I got the sense from his first draft that the piece did not quite represent his authentic voice. I felt like I couldn’t quite connect with what he, as the author was trying to say. Obviously, I was making a huge assumption because I don’t personally know Carlos well. I did however recall that he was from Mexico. I therefore asked whether English was his first language and if he would prefer to write in Spanish. Carlos delightfully agreed to author his submission in Spanish and seemed somewhat relieved that the offer had presented itself. Luckily, I was able to use my knowledge of the language to provide comments in Spanish and Carlos returned a submission in his mother tongue, the tongue of his self-expression. It was a rich, genuine piece and his personality oozed throughout.

As International column editor, I thought that Carlos’ piece presented an opportunity to highlight the issue of language in community psychology from a practical perspective. If there is a group of professionals who would lead the way in challenging a dominant US-English centric approach and engage critically and pragmatically with the issue of language, I thought, it would be community psychologists. The myriad of languages that Dr. Mona Amer describes is a wonderful start and is testimony to the commitment and openness of community psychologists to the issue.

The foundations of community psychology can be traced to global origins. Influential players and current as well as historical movements in the field can be traced to Italy, Norway, Australia, Brazil, Chile, East Germany, South Africa, Italy, Norway, and other Latin American and European countries. Major texts in community psychology have been authored in Latin America, the UK, Australia, and South Africa. The international nature of community psychology is perhaps what makes it what it is today: a field responsive to the nuances of diversity, power and social context, and in pursuit of a practical social justice, born out of the lived experience of global suffering and hope.

Contending with the language issue is no easy task. Resources, such as lack of available translators for languages, lack of space in publications, amongst many other factors, present major challenges. For example, translating Carlos’ piece to maintain his voice but also match with my own understanding of the nuances of English writing was a time-consuming process in itself. However, the challenges are not, as community psychologists well know, sufficient reason to accept the status quo. The inclusion of a language other than English in The Community Psychologist International column is but a baby step in unpacking some of the practical ways that we might approach...
the language *challenge* and *opportunity*. Traditionally, publications serve to communicate ideas through their word-based meaning and content but what if content and intended purposes were more experiential in nature? In the absence of a translation, English-only readers might also have the valuable opportunity to sit with the unfamiliar discomfort of being on the other side of communication, which in itself can be a meaningful and insightful experience. It may at minimum provide an opportunity to experience how one responds when one does not feel *compelled* to understand. For example, do I choose to skim over and ignore the article because it is in another language or do I seek out opportunities to understand it? What if I knew the article offered something I needed, funding for instance? Would I then have a different approach to seeking to understand?

Evidently, the goal is to neither to provide answers nor to oversimplify the questions. The purpose here is to bring (or to keep) the important issue of language into our field’s. Ultimately, community psychologists have a mandate to continue unpacking, dialoguing, and acting/doing. For this issue, the TCP International Section hopes to encourage critical analysis of language. How can we, a field that avows inclusiveness, be more language-inclusive? What mechanisms do we have in place for the English speaker and the non-English speaker to exchange ideas and engage in dynamic, relevant, and time-sensitive ways? Does SCRA as a US-based community psychology take genuine and proactive interest in the representation of the field beyond the borders of the USA or do we expect others to come to us linguistically, geographically, and otherwise?

As a teenager, my mother frequently reminded me that “change begins at home.” Thinking through the issue of language demands that community psychologists shine the light within; thereby considering questions like what is the dominant culture of community psychology? What aspects of that culture – in this case, language, which hosts “critical features of power relations” (Orford, 2008, p.48) – do we want to keep and what aspects do we want to re-think, evaluate and seek better? How might we inadvertently as a field, wield our own forms of power, thereby marginalizing others? Language provides an opportunity to apply the values that community psychology avows; to community psychology itself; to ourselves. I humbly assert that it is then that the work truly begins. It is then that deep systemic change occurs: as we become, in Ghandi’s oft-quoted words, “the change that [we] want to see in the world.”

**References**


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**Living Community Psychology**

*Written by Gloria Levin*  
Glorialevin@verizon.net  
“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology (CP) as it is lived by its diverse practitioners. For this installment, we profile a senior community/clinical psychologist who has been extensively involved in the governance of multiple psychology associations, from state to national levels, and with particular service to mainstreaming ethnic minority issues in the profession.

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**Featuring:**  
**John Moritsugu, Ph.D.**  
Professor  
Pacific Lutheran University  
Tacoma, Washington  
moritsjn@plu.edu

Many community psychologists have followed unique routes to our field. John Moritsugu’s “different” path commenced during high school when he entered a Roman Catholic seminary. There he rose at 6 am, studied, attended mass, had lunch, etc., never speaking unless explicitly allowed to. His independent spirit did not mesh well with this strict regimen, so after four years, he left.

The impulse to be of service to the community that originally brought him to the seminary drew him to the field of psychology. One of four children of white collar parents (a nurse and a civil servant at Pearl Harbor), the children were all expected to attend college. Although neither of his second generation Japanese-American parents was a college graduate, they communicated their expectation that an undergraduate degree was a minimum expectation and that a graduate degree was desirable.

Coming from the seminary to the University of Hawaii in the tumultuous late 1960s was surprising to John. “No one was telling me when to wake up, I had to wake up at my own time. It was a revelation.” He was only peripherally involved in campus protests but was a student leader within the Department of Psychology, organizing student groups and serving as the undergraduate representative to the department. One role he loved was hosting some of the university’s guest speakers, remembering in particular having squired the existential psychologist, Rollo May, around campus. He was attracted to clinical psychology as the field most likely to fulfill his call to serve others. He was a teaching and a research assistant during college, and, from those experiences, envisioned himself in an academic career in a liberal arts college.

He had always intended to take his graduate studies on the mainland of the U.S. One of his advisors at the University of Hawaii made the connection for John with a clinical psychologist friend who recommended that he apply to a “gem of a clinical psychology program” at the University of Rochester. Although the Rochester program came with a strong scientific reputation, he was also attracted to the relatively small size of the University. A University of Rochester-trained clinician living in Hawaii interviewed John initially, followed by a phone call with Emory Cowen. He was delighted when he was accepted to Rochester’s clinical program with its community emphasis. He was assigned a “Big Brother,” an advanced
graduate student who assisted him in finding housing and in acclimating him to the program. He felt that Rochester’s program promoted a strong peer support system among its students.

Transplanted from the glorious Hawaiian climate to the cold Rochester winters was a culture shock. Never having seen snow before, he learned that “a hat and gloves were a requirement … for just LIVING.” He had no concept as to how to read weather signals, assuming a cloudless day should be warm (which it was not in mid-Winter), and learned that leather soled shoes were treacherous on ice. In addition, people in Rochester spoke faster and were more assertive than his friends in Hawaii. His seeming reticence to speak was seen as unusual. A professor advised him to speak up. “And so, I shifted gears and spoke up more in class from then on.” Returning home after his first year, his Hawaii friends commented on his “being mainland – more outspoken and with a faster speaking style.”

Being naturally sociable and following the department’s fostering of collegiality, he bonded with his cohort of fellow students and cross-program connections. “We all had heavy work-loads and had common goals.” Required to have two minors, John chose learning and developmental psychology. He continued with a variation of the work he had done for his undergraduate honors thesis, looking at mother-child interactions.

He had to adapt to no longer being in the majority culture. During graduate school, a group of undergraduates asked him to teach a course on Asian-American psychology. From an Asian-American student club, he learned about their experiences on the mainland, increasing his awareness of ethnic minority issues. He also began to connect with Asian American scholars, making the acquaintance of Dr. James Doi, the dean of the college of education at Rochester and a noted sociologist. Through him, John eventually met another scholar who was a supportive mentor to him: Dr. Jim Morishima (a social psychologist and higher education expert at the University of Washington.) It was through Dr. Morishima that John met Dr. Stanley Sue, well known for his work in both the community and clinical areas.

Having completed his classwork, he submitted his dissertation proposal, collected his data, and then entered the academic market as an ABD. John wanted to teach at a small liberal arts college and to move to a milder climate upon graduation. He won a position at Pacific Lutheran University (PLU) in 1975. He intended to complete his analyses and writing during his first year of teaching but greatly underestimated the time it took to develop new courses, teach a full load, and write. Thus, by the end of the first year of teaching, he had made little progress on his dissertation. With the help of his adviser, Dr. Ralph Barocas, Rochester provided him with an office for the summer, where he returned to write and complete his defense in 1976.

John was ever mindful of PLU’s criteria for faculty evaluation, consisting of teaching, scholarship and service. He originally taught introductory psychology, personality and abnormal psychology courses. Later, he established a community psychology course and had responsibility for the community internship course. He has always been active on faculty committees (elected by the university faculty as a whole) and has served on various citizen committees and boards of directors (e.g., Urban Renewal for Tacoma, Board of Directors for a Comprehensive Mental Health Center). He obtained both tenure and promotion to Associate Professor at the same time.

When he was elected chair of the department, he remembered his experience as a graduate student at Rochester, with its weekly psychology colloquia. He initiated a monthly psychology colloquium series. This past year, speakers included Drs. Alice Eagly and Warner Schaie. At the university level, he successfully encouraged invitations to Dr. Rollo May, whom he had earlier guided around Hawaii’s campus.

Early in his career, he served in Division 27, first as its Western Regional Co-Coordinator for the newly-founded regional coordinating network (1979-82). He was later elected the network’s National Coordinator, which placed him on the Executive Committee. He was also elected to be Division 27’s representative to APA’s Council (1986-1989) and subsequently served on a number of APA governance committees. In an “out of the blue” phone call, he was invited to join an APA Task Force that was charged with improving communications with ethnic minority constituents within APA. This group later served as a core to the founding of Division 45 (Psychological Study of Ethnic Minority Issues). He later served as secretary and then (1987-1988), co-President of Division 45.

John obtained state licensure soon after receiving his doctorate and maintained a small clinical practice for years. He also became active in his state association, the Washington State Psychological Association (WSPA). He was elected its president, in 2000. He says that through it all, his university has been supportive of his work within psychology.

John continues to enjoy teaching undergraduates, considering that time of life to be particularly significant in shaping one’s world view. He has student teaching and research assistants. Some of his former students have gone on to earn doctorates and have academic careers which pleases him. Others have found different paths of which he is equally proud: teachers, nurses, medical doctors, lawyers, business owners, moms and dads, and an Assistant State Attorney General among them. However, he struggles with being friendly but “not ’friending’ them on Facebook.” He is called Professor, Doctor or John by his students; “let’s say I don’t correct them, whatever they use.” He realizes a shift occurs when students are working on a project with him. “They are really my colleagues at that point.”

His sabbaticals have ranged from working on a textbook, to developing new course materials such as a video series he is still working on, to guest faculty positions elsewhere. John fondly remembers his first sabbatical year as a Visiting Lecturer at the University of Waikato (1982-3), working with Dr. Dave Thomas. He was a one-year replacement in the free-standing Community Psychology program. A great experience, he was exposed to more diverse approaches to the field. In particular, he was impressed with the use of program evaluation as a form of intervention. Rather than replicate the status quo (a criticism frequently leveled at evaluation), he saw skillful use of evaluations to re-examine and change the status quo. His exposure to the New Zealand context
also gave him a vantage point on the country’s national health care system; a parliamentary government; and a formally empowered minority population (the Maoris). John has revisited New Zealand over the years.

On a personal level, John is married to Jane Harmon Jacobs, originally from Brookline, a suburb of Boston, and they have a 24-year old son. He takes pride in having helped raise Michael, from diapers to PTA. When he served on APA committees, involving travel to Washington, DC, he made sure to bring home some small item, so his son would know his father was thinking about him. Jane is Dean of the School of Applied Psychology, Counseling, and Family Therapy at Antioch University Seattle and presently represents Washington State as a member of the APA Council of Representatives. Michael is a student at the University of British Columbia, studying computer sciences.

John observes: “My thinking about family and relationships is influenced by my Japanese heritage.” John’s grandparents immigrated to Hawaii from Japan in the 1880’s, in the first wave of immigrants. “But I can fit into the majority culture. I like to think I am assimilated but not acculturated. You don’t have to lose one culture in order to learn another.”

When asked what he thought would be his signal contribution to psychology, he suggested his work with colleagues, raising consciousness about issues of diversity. “The issue of diversity now has a clear place in psychology, especially in Community Psychology.” As an exemplar, he points to Dr. Jim Morishima’s successful advocacy for reviews of the psychological literature pertaining to each of the four identified ethnic minorities. These established the needed research foundation for future research, programming and advocacy.

Offering useful advice, John suggests returning calls and emails quickly before they are lost among the myriad tasks that compete for your time. As a group leader, acknowledge that most accomplishments are really a group effort. And communicate with members clearly and often. “Don’t assume positions that people will take on an issue but instead inquire.” He notes that most volunteer organizations are always looking for people to contribute “so if the fit is good, reach out to them.” That applies to professional work in APA as well. If you show interest, many times you will be invited to make a contribution. Over the years, John has reached out to a variety of mentors, believing in “getting all the help I could, through persistence.”

When we reviewed the span of his career, I commented that it seemed quite smooth, with no unemployment and considerable accomplishment. John observes that he experienced a few setbacks and identified a few areas in which he could have been more active; however, he admits he has been very fortunate and has benefited from the support of his colleagues, family and friends.

New Graduate Programs in Community Psychology
Research & Action

Edited by Tiffany R. Jimenez, Brian D. Christens, and Shepherd Zeldin

Graduate education in community psychology (including interdisciplinary programs with a community psychology focus) has depended on relatively few well-established programs and, periodically, newer programs being created. Nevertheless, many universities currently lack graduate programs dedicated to training students for community research and action. Meanwhile, many colleges and universities are attempting to adapt to become more engaged and relevant to their local communities and to communities around the world. Community psychology has much to offer in this regard. Connecting the field of community research and action with emerging community-focused and action-oriented programs will require community psychologists to be proactive in support of these efforts.

The New Graduate Programs Group

The mission of the New Graduate Programs Group (NGPG) is to support and strengthen new graduate education programs of the SCRA nationally and internationally. The NGPG has three main goals: 1) to identify and strengthen new graduate programs (defined as those less than five years old), 2) grow the field through supporting creation and implementation of new programs, by encouraging more graduate students to become active in SCRA, and in the strengthening of their own programs; and 3) support the development of practice skills in community psychology through intentional integration of SCRA practice competencies into the curricula of new programs.

History & Development

The NGPG was born out of a collaborative initiative of the Council of Education Programs (CEP)-Community Psychology Practice Council (CPPC) Joint Task Group on strengthening graduate programs in Community Psychology Research and Action. The mission of the CEP-CPPC initiative was to build the capacity of existing community psychology graduate programs to enhance opportunities for developing skills in the practice of community psychology. The initiative involved consulting with 2 graduate programs on the refinement and development of curriculum, expanded field study opportunities, and community-university partnerships that would directly benefit student development of practice skills. There were two new graduate programs included in the consultation: Pacifica Graduate Institute and the American University of Cairo. There were several lessons learned from this experience and the work concluded that new education programs deserved targeted support from SCRA. The NGPG has been designed to meet this priority through a multitude of activities designed by the members of the NGPG. During its formation, the NGPG has been co-chaired by the three authors on this piece (Jimenez, Zeldin, and Christens).

Activities of the NGPG

The NGPG is supporting several activities that will provide new graduate programs with direct benefits to their development rooting their identity with SCRA in a mutually beneficial relationship. NGPG intends to support new programs through the following
activities and resource opportunities designed by the NGPG members:

- Monthly meetings for informal networking where new programs can learn from one another to promote inter-program partnerships and innovative collaborations.
- A webpage hub (on the SCRA site) to communicate opportunities and resources to support new programs (e.g., promote internship opportunities, practicum placements with practitioners, advertise fieldwork experiences in certain geographical/social contexts of interests, etc.).
- Consultation funds that are timely, ongoing, and context specific provided to support new programs where requested.
- Student Awards to support the inclusion of students from new graduate programs that may not have stipends or grants for travel. Awards that could fund travel to conferences or SCRA membership (eco conferences, professional development, networking, etc.).
- Encouraging practitioner participation in education programs and student work (e.g., sharing faculty members and practitioners on committees and across institutions, etc.).
- Creating opportunities for connecting graduate students in new programs with faculty at other institutions for possible participation on thesis and dissertation committees.

Featuring New Programs

New graduate programs will be highlighted over the next three issues of this column, beginning with the programs that have been involved during the formation of the NGPG. Each program will write to: 1) describe their program, 2) discuss how the program addresses the needs of the various career roles of a community psychologist, and 3) discuss the interests the program has for further engaging with SCRA. The new graduate programs that will be featured in this column over the next three issues of this column include:

- American University of Cairo – M.A. in Community Psychology
- Marymount College – M.S. in Community Psychology
- National Louis University – Ph.D. in Community Psychology
- Pacifica Graduate Institute – M.A./Ph.D. in Depth Psychology with emphasis in Community Psychology, Liberation Psychology, and Ecology
- University of Miami – M.S.Ed. in Community & Social Change; Ph.D. in Community Well-Being
- University of Wisconsin–Madison – M.S. in Human Ecology; Ph.D. in Human Ecology with emphasis in Civil Society & Community Research

Want to Get Involved?

If you are part of (or know of) a new program that fits with the mission of the NGPG and may be looking for supports from SCRA as it develops, please contact Tiffeny Jimenez at tiffeny.jimenez@nl.edu. We are also still in the process of developing the structure of the NGPG and are interested in additional involvement. If you are a practitioner, faculty member, program director, or professional or student affiliate and have interest in working with this group, please contact us to do so. 🌟

Regional Update

Written by Hana Shahin

As you may know, I am SCRA’s new Regional Network Coordinator, and I’m excited to have been elected to this position! First, I want to thank Susan McMahon, the previous SCRA Regional Network Coordinator, for her guidance as I am stepping in to this position. I also want to acknowledge her stellar work. Under Susan’s term, she was able to increase involvement and participation in the various regions across the world. I hope to continue to offer the support that she has invaluably given. Please feel free to contact me if I can assist you with activities in your region.

Also, I want to recognize a new Regional Coordinator, August J. Hoffman (Midwest region), and thank Dyana Valentine (West region) and Andrea Flynn (Midwest region) for three years of excellent service.

Europe/Middle East/Africa:

Regional Coordinators:

Serdar Degirmencioglu, serdardegirmencioglu@gmail.com; Cumhuriyet University, Turkey
Amy Carillo, acarrillo@aucegypt.edu; The American University in Cairo, Egypt
José Ornelas, jornelas@ispa.pt; Instituto Universitário, Lisboa, Portugal
Caterina Arcidiacono, caterina.arcidiacono@unina.it; Federico II University, Naples, Italy

Student Regional Coordinator:

Hana Shahin, hshahin@aucegypt.edu; The American University in Cairo, Egypt

News from Egypt:

Using Community Psychology Competencies to Guide Internships: One Student’s Account

For the community psychology masters program at the American University in Cairo (AUC) we get to choose a location to spend 600 internship hours in the community. I was fortunate to choose my internship at the Gerhart Center of AUC, which is the center for civic engagement and philanthropy. My internship process started out with designing the contract for the internship; it included the tasks I had to complete, and most importantly the community psychology competencies that I should gain through these tasks. The competencies that I chose were community inclusion and partnership, ethical and reflective practice, program development, implementation and management, community leadership and mentoring, small and large group processes, resource development, and community development.

The task I had to accomplish was conducting a needs assessment of the projects desired by non-governmental organizations (NGO) to be used for
Community Based Learning (CBL) classes, which included designing, implementing and evaluating an NGO track at the Lazord Academy that offers capacity building and training to NGOs, preparing and conducting mentoring sessions for LEAD ON fellows, and providing support to reviving MAAN Alliance.

As my internship is coming to an end, I reflected on my experience and figured out which competencies I have gained throughout the year. I believe that I have gained the competency of community inclusion and partnership, through integrating different NGOs in the NGO capacity building training program, and by working on strengthening the partnerships between the Gerhart Center and partner NGOs through the needs assessment, and their inclusion in designing the program.

Additionally, the NGO training program helped me gain the competency of program development, implementation and management, community and resource development, and understanding and managing small and large group processes. I was in charge of the content, logistics, and evaluation of the program. Also, I had to organize the sessions, recruit trainers, and follow up with participants.

As for the Lead On students, I was part of their coaching and mentoring of one on one sessions, and I developed the program’s mentoring and coaching manual. This part of the experience has enriched my community leadership and mentoring competency, and my resource and community development.

Moreover, I was providentially asked to give a training workshop on sustainable development, and facilitate a part of the Maan Alliance workshop, which added to my community leadership competency. Lastly, I was able to reflect on my practices through supervision to make sure that my practices are ethical, and accordingly enhanced my ethical and reflective practices competency.

Having the competencies as a guide to my internship was very beneficial because it guided my work and helped me complete my tasks while gaining the most out of it.
which shares common ground with that of community psychologists – conducting empirical research in real world settings, underpinned by core values which support social justice, participation, respect for diversity and community empowerment.

The Early Childhood Research Team, based in the Geary Institute at University College, Dublin, is currently evaluating Preparing for Life - an early intervention program which operates in a disadvantaged area of Dublin. Under the direction of principle investigator Orla Doyle, PhD, the evaluation design honors the key principles of community psychology, paying close attention to the community context and all ecological systems within which the program's participants operate.

Similarly, third level institutions (higher education institutions) are now beginning to include community psychology as a module in their teaching programs. Two such institutions are the University of Limerick (UL) and All Hallows College, Dublin. UL began offering community psychology as a module on its MSc in Psychological Science program two years ago. The aim of the course is to provide students with an understanding of the different approaches to community psychology, along with experience in working within a community psychology framework. All Hallows College, a smaller, Dublin-based institution, has a long history of promoting pastoral care and community outreach. Mary Ivers, PhD, Head of Psychology in All Hallows, attended the recent SCRA conference in Miami where she made connections with community psychologists in the US, Egypt, Italy and Portugal. The Psychology Department in All Hallows is including community based service learning as part of its teaching approach in the upcoming academic year. The Department has recently been granted the 2nd PSI CHI International Honors Society Chapter in Ireland – they will hold an inauguration event in spring 2014 with community psychologist, Professor Joe Ferrari of DePaul University, Chicago as the confirmed keynote speaker.

Australia/New Zealand and the Pacific
International Regional Liaison
Katie Thomas,
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University of Western Australia

Opportunities Down Under: Skill Development and Training
Written by Katie Thomas

SCRA has recently received authorization to host the PBS Series: Women, War and Peace across the Pacific Region. This series is described as one that, “…challenges the conventional wisdom that war and peace are men’s domain through incisive interviews with leading thinkers, Secretaries of State and seasoned survivors of war and peace-making. Their experiences reveal how the post-Cold War proliferation of small arms has changed the landscape of war, with women becoming primary targets and suffering unprecedented casualty rates. Simultaneously, they describe how women are emerging as necessary partners in brokering lasting peace and as leaders in forging new international laws governing conflict. War Redefined reframes our understanding of modern warfare through probing conversations with Secretary of State Hillary Clinton and former Secretaries of State Condoleezza Rice and Madeleine Albright; Liberian peace activist Leymah Gbowee; Bosnian war crimes investigator Fadila Memisevic; Zainab Salbi, Founder of Women for Women International; globalization expert Moisés Naím; and Cynthia Enloe of Clark University, among others.”

The series is narrated by Geena Davis. US members can access the series on the web, but it was not available in the Pacific due to right restrictions. If you would like to come to the screenings, you can contact the film host in each area: for Victoria and New Zealand, contact Ms. Heather Gridley: heather.gridley@vu.edu.au and for Western Australia and New South Wales, contact Dr. Katie Thomas katiet@ichr.uwa.edu.au. If there are other Regional members who would like to host a film screening, or organize a Community Psychology Professional Development activity, they are encouraged to contact their State representative. This will be a Professional Development activity eligible for Community Psychologists to maintain obligations under the new Australian Health Practitioner Regulation Agency and the Psychology Board of Australia.

SCRA will continue to offer training activities on a regular basis that can qualify for these Professional Development points. Another upcoming training opportunity is the Trans-Tasman Community Psychology Conference, which is planned for 27-29 November, 2014 in Fremantle, Western Australia. The theme is: “Back to the Future: Collective Reflexivities for Transformative Change.” The Trans-Tasman Community Psychology Conference is a biennial event that brings together community psychologists from New Zealand and Australia. The last Trans-Tasman Conference on Poverty and Inequality hosted by the Institute of Community Psychology Aotearoa, New Zealand (NZ) was held at the Tapu Te Ranga Marae in New Zealand. This is a perfect opportunity for SCRA members who have always wanted a trip Down Under.

If you are interested in this Professional Development event you can contact the organizers at contact@communitypsych.org or visit www.communitypsych.org for more information.
Northeast Region, U.S.
Regional Coordinators
Michelle Ronayne, michelle.ronayne@gmail.com; Nova Psychiatric Services (MA) Suzanne Phillips, suzanne.phillips@gordon.edu; Gordon College (MA)
Student Regional Coordinators
Samantha Hardesty, hardesty@kennedykrieger.org; University of Maryland at Baltimore County Erika VanBeek, Massachusetts School of Professional Psychology

News from the Northeast
Written by Suzanne Phillips

The Northeast Region has just a couple of quick updates this quarter:

We are looking for three additional coordinators, one faculty/professional-level and two student-level. Coordinators serve three-year terms and provide regional leadership and guidance to the processes of membership development, activities, and communication. At the Biennial in Miami, I asked student coordinators about what they like about serving in this way, and they cited the opportunity to do something important and the chance to shape programming; if this sort of leadership reminds you of any students you know, please send them our way. If you are interested in serving at either the faculty/professional or student level, please contact Michelle Ronayne at michelle.ronayne@gmail.com

Sadly, 2014 is an off-year for the SCRA biennial. You can fill in the gaping hole in your life by being part of the SCRA programming at Eastern Psychological Association Annual Meeting will be held May 1-3, 2014 in Chicago. Additional information and a call for proposals will be forthcoming on the SCRA list serve. For more information about the MPA conference (e.g., lodging, fees, eligibility) please visit the MPA website at: http://midwesternpsych.org.

In additional updates, August J. Hoffman joins Nathan Todd and Luciano Berardi as a new Midwest Coordinator for the 2013-2014 year. August John Hoffman is currently a Professor of Psychology and Coordinator of Graduate Studies in Psychology at Metropolitan State University. He developed a highly successful gardening program at Compton College in an effort to help students improve their campus and community. Dr. Hoffman’s current research projects at Metropolitan State University include the development of a community fruit tree orchard and community garden with students at Inver Hills Community College. Current research interests also include community service work and student mentoring as effective methods to reduce ethnic conflict and improve social capital among student and community members.

Midwest Region, U.S.
Regional Coordinators
August J. Hoffman, August.Hoffman@metrostate.edu, Metropolitan State University Luciano Berardi, lberardi@depaul.edu, DePaul University

News from the Midwest
Written by Luciano Berardi

The SCRA meeting at the Midwestern Psychological Association Annual Meeting will be held May 1-3, 2014 in Chicago. Additional information and a call for proposals will be forthcoming on the SCRA list serve. For more information about the MPA conference (e.g., lodging, fees, eligibility) please visit the MPA website at: http://midwesternpsych.org.

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West Region, U.S.
Regional Coordinators
Joan Twohey-Jacobs: jtjacobs@smartstartecs.com
Student Regional Coordinator Erin Ellison: eellison@ucsc.edu
University of California, Santa Cruz

News from the Bay Area
Written by Erin Ellison

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. If you are interested in attending and/or presenting at one of our meetings, please contact Erin Ellison 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. We have not met since our Spring symposium (which was held in May at University of California Santa Cruz), yet many of us in the network attended the SCRA biennial in Miami in June. Our next meeting will be this fall, and will be held at University of California, Berkeley. If you would like to be on our mailing list, please email Erin Ellison (eellison@ucsc.edu) or Gina Langhout (langhout@ucsc.edu).
Rural Issues
Edited by Susana Helm and Cécile Lardon

Theory, Research, Teaching/Learning, Service, Practice.
For the Rural TCP columns we are highlighting the work of community psychologist and colleagues in their rural environments. We welcome your submissions and inquiries! With any submission, we will provide timely feedback in the form of track changes and comment bubbles on your word document, so that a series of revisions is possible. We aim for submissions of about 1200 words, with up to 10 APA style references. Photographs (jpegs) and other graphics enhance articles, which are now published online in color! Please send submissions to Susana (HelmS@dop.hawaii.edu) and Cecile (cslardon@alaska.edu).

In addition, this is a great opportunity for students to share their preliminary thesis or dissertation work, or insights gained in rural community internships. For this issue we have an excellent student-authored example from undergraduate researcher Kayne McCarthy. He has made important contributions in his rural internship by helping to coordinate a photovoice project, including assisting with data collection, data management, analyses, and academic and community-based scholarly dissemination. In the brief report below, Kayne reflects on his personal growth in relation to his rural internship over the past spring and summer semesters.

Brief Report
Influence of Rurality
Written by Kayne McCarthy,
University of Hawai`i,
Honolulu, HI

The purpose of the Puni Ke Ola Pilot Project is to create a Native Hawaiian Model of Drug Prevention. Although many non-Native Hawaiian drug prevention programs have been proven to be successful and are commonly used throughout North America and the world (e.g. http://www.nrepp.samhsa.gov/), many of Hawai`i’s researchers and community leaders believe that Native Hawaiian people must be served in a more culturally relevant manner. By producing this form of prevention, the community will be able to access resources to combat the immense overall health disparities burden carried by the Native Hawaiian population. Through the incorporation of Hawaiian epistemology, the efforts of Puni Ke Ola are intended to promote a sense of personal strength and allow Native Hawaiian youth to abstain from the non-Native Hawaiian practice of substance use.

As an undergraduate researcher with Puni Ke Ola, I have become a member of the community-academic partnership, which strives to improve the health of their community as well as other Native Hawaiian communities throughout Hawai`i. In doing so, I have had the opportunity to participate in various endeavors, specifically focus group interviews, meeting professors and students in the public health field, and learning about the processes of conducting a health-related study. These experiences, along with my current undergraduate studies in the disciplines of biological sciences and English literature, have allowed me to bridge the gap between prevention science and its relation to people on the community scale.

As a community-based participatory action research project, the location of the project is of primary focus due to its association with an issue or problem. Given the strong leadership within this rural community concerning the need for culturally-grounded substance abuse prevention, this community has become a place for a partnership between researchers and community members. Thus, the project’s purpose is to improve substance abuse prevention in rural Native Hawaiian communities in general, as well as serve a specific need for this community. As noted in prior Rural Interest Group columns, research concerning substance use and abuse in rural communities is relatively scant, though existing evidence indicates higher prevalence of alcohol consumption and other drug use has been found amongst rural and indigenous youth populations (see Helm et al 2013 and Helm et al 2008). Beyond the health issues concerning rural areas, it is also important to note that much of the rural communities in Hawai`i are comprised of Native Hawaiian populations.

Although it is commonly thought by those unfamiliar to Hawai`i, that the islands of Hawai`i are locations of deserted beaches and open landscapes, it could not be further from the truth. Profound loss of lands by the Native Hawaiian people have been caused by historic colonialism and modern development. These lands were once inhabited and utilized by the Native Hawaiians and historically associated with a thriving Hawaiian society, including traditional practices of farming, hunting, religion, etc. As access to lands has diminished, a subsequent loss of cultural knowledge and practices associated with the resources of the land has occurred. In areas similar to the rural community in which the Puni Ke Ola project takes place; Native Hawaiian communities have revitalized their understanding of land and cultural practices in an attempt to decolonize the Native Hawaiian existence. These communities are referred to as cultural kipuka (McGregor, 2007). These cultural kipuka symbolize a cultural identity reflecting a positive source of strength which forms cultural links between family, community members, and the land (Ho’omanawanui, 2008).

As a researcher within the community, I have become exposed to the dynamics of a specific rural community. This exposure, a key part of any participatory research experience, has allowed me to meet members and leaders within the community. Through such interaction, I have developed relationships that provide a connection to the community’s place and people. By doing so, I feel we are working with the community members instead of “working on” them or “working for” them.

Forming connections to this small and unique community is not an easy process for me due to its close-knit nature, concepts of community stewardship, and Hawaiian cultural practices. Unlike my own community, this community thrives on its members’ legacy of Native Hawaiian culture and practices. As what some might call a “city boy” or “suburban boy”, I have experienced a culture...
shock merely fifty miles away from my home. As I continued to interact with community members and explore the land, I felt as though I could establish a stronger connection.

For example, through continued community interactions, my connection to the community allowed me to develop my perceptions concerning land and it’s relation to myself. This perception, not acquired from a beam of light or a message in a bottle, resulted from a few words spoken from a community leader. As we spoke about the community in which I reside, he asked me, “What kind of food do you get growing in your yard?” He asked this question in a way that reflected normal, everyday dialog within his community. But I stumbled, thinking about what I have to eat in my yard, just fifty miles away. I told him, “I, I don’t know. Well, maybe just a few herb plants.” This response wasn’t good enough to me; I knew I needed more than that in my yard to fit in with this community. But more importantly, I needed food in my yard to sustain my own life. As I searched franticly for an answer, the community leader understood my lack of food production and accepted my response, as we moved on to a different discussion.

Reflecting on our short dialog, I am beginning to understand my role as a consumer in our modern world. A mental deliberation was sparked. Prior to this moment, I had always believed the common saying, “you are what you eat”. However, I had not conceived the idea that the most important part of what you are eating is where it comes from. Many of our grocery stores are not growing these foods, so who is? These companies are able to bring in produce from distant and diverse locations, but can’t a community also provide a variety of produce as well? As a consumer in our modern world, I began to question my responsibility within my very own community. What can I do to provide for myself through natural means that are readily available within my backyard?

In the last few months, I have attempted to answer the simple question of the community leader through various ways. At my home in suburban O‘ahu, I was inspired to develop an environment in which I am able to produce food for my family and myself. As of now, I have created three gardens, 6ft. X 6ft., 8 ft. X 8 ft., and 9 ft. X 3 ft., in which I am growing various vegetables, herbs, and kalo (Figure 1). Along with these gardens, I have begun seven water lotus water gardens, in which every part of the plant can be eaten; and am raising two chickens in a sustainable fashion from nutrient sources found in my yard.

Although my food production is very small and not highly productive, it begins to poke at the idea of subsistence agriculture. Subsistence agriculture is a practice found within this rural community as well as many rural communities throughout the world. By farming in such a way, families are able to provide food for themselves and others in the community. It is through such means that the community develops self-sufficiency and is able to separate itself from commercial food companies, resulting in a possible source of community strength. By internally controlling food production, the community then knows what they are eating as well as where it is from. Thus, if you are what you eat, such people are grown from their land.

Despite barely scratching the surface in my understanding and production of consumable produce, this experience has allowed me to understand the true essence of why many Native Hawaiians reside in and continue to protect rural Hawai‘i. Through my interaction as a participatory action researcher, I developed a connection with the community as well as with the land’s ability to provide the essentials of human life. However, in many cases this human connection to land, for both indigenous peoples and westerners, continues to be lost through modern land development and the growth of the global community and subsequent loss of knowledge concerning cultural practices. It is within these rural communities that people, like myself, are able to learn about land stewardship and subsistence economies as a beneficial means of providing for yourself and those around you. My hope as a researcher and community member is to continue to pursue my interest in small-scale agriculture and the Native Hawaiian culture values associated with such agriculture within the Hawaiian Island community.

References

School Intervention Interest Group
Edited by Melissa Maras and Joni Splett

Greetings from the School Intervention Interest Group!! One of the most pressing issues facing those working in and with schools is addressing the research-to-practice gap to provide high-quality and sustainable interventions to young people. Of particular interest to
community psychologists is the critical role of ecological contexts in either facilitating or impeding the promotion of evidence-based practice or practice-based evidence in a variety of settings. In this issue of TCP, we are pleased to feature an article describing the role of ecological consultants in implementing and sustaining social-emotional and character education programs in schools. This article is based on an adaptation of a work previously published by Kress & Elias (2013) in the Consulting Psychology Journal: Practice and Research (Kress, J.S. & Elias, M.J., 2013). Consultation to support sustainability of social and emotional learning initiatives in schools. Consulting Psychology Journal, 65, 149-163). Enjoy!

Social-Ecological Consulting for Sustainable School-Based Social-Emotional Learning and Character Education
Written by Jeffrey S. Kress,
Jewish Theological Seminary and Maurice J. Elias,
Rutgers University

There are now a number of school-based programs that have been shown empirically to be effective in preventing problem behaviors and promoting positive competencies (Collaborative for Academic, Social, and Emotional Learning, 2003, 2013). Many of these derive from the social and emotional learning (SEL) or character education (CE) traditions and have a strong basis is cognitive-behavioral and social learning theory (Berkowitz & Bier, 2006; Elias, 2004). Best practices for these interventions are known, and call for systematic, ongoing direct instruction in social and emotional skills and infusion not only across the curriculum, but also throughout the school environment and integration into school policies such as codes of conduct and ethical behavior, antibullying and antidrug policies, and positive recognition systems (Elias, Zins, et al., 1997). Perhaps in part due to the ongoing complex and comprehensive nature of SEL/CE initiatives, consultants - both internal and external to the schools - play key roles working with schools on issues of implementation. Yet, despite what we know, prevention and promotion programs are not widespread and the sustainability of SEL/CE initiatives often proves to be vexing challenge to the host school (Adelman & Taylor, 2007; Gager & Elias, 1997). Even with the best intentions, momentum for innovations is often short lived.

In response to this, researchers (e.g., Peirson, Boydell, Ferguson, & Ferris, 2011) have emphasized the ecological elements involved in the implementation process. Program innovations bring with them new roles, relationships, responsibilities, and expectations that must be understood within the context of those already in place in the setting. This contrasts with what can be seen as an inoculation approach, in which the introduction of a program (in an in-service training, for example) is expected to lead directly to lasting changes in teacher behavior. Because of the ecological dynamism of the implementation setting, sustainability must be thought of as a fluid, rather than static, process. For an initiative to be sustained within an ever-changing environment, it too must adapt. As such, sustainability can be seen as the ecological co-evolution of the program initiative and the setting (Kress & Elias, 2006), with SEL/CE efforts adapting to the realities of the school context, and the school adapting to changes brought by the initiative.

In conceptualizing the process by which initiatives become sustained elements of the ecological context of schools, the role of the person helping to bring in the initiative - who we will refer to as the SEL/CE consultant - is often neglected or seen as loosely connected to the ecological system. The SEL/CE consultant is expected to be able to “hand off” responsibility at the end of a consultation. This neglects the paradox that, if effective, the consultant has become part of the ecological system of the initiative. An ecological approach suggests that what is ultimately sustained is an optimally functioning community of practice that subsumes the evolving pattern of roles, relationships, norms, and expectations related to the initiative within the larger context of the school.

As the consultant has been a member of this community of implementers, the ongoing sustainability of this system must take into account the consultant’s evolving role. As such, we see sustainability as the creation of an ongoing set of ecological relationships in which the implementers and the consultant constitute a community with the shared goal of promoting positive social and emotional outcomes among youth. Accompanying this is the progressive development of local implementation capacity, though not necessarily the complete exclusion of the consultant. Indeed, we believe that the premature departure of the consultant is a significant contributor to program instability.

Considerations for Ecological Consultants
A sustained ecological consultancy raises several issues or challenges for consultants. First, we acknowledge the potential for such a relationship to result in an unhealthy sense of enmeshment, or mutual over-dependence. However, complete independence from the consultant would require school personnel to take on new responsibilities for which they may not be best equipped and which may not be sufficiently appreciated within their school and professional incentive systems. These include keeping up with evolving best-practice research in SEL/CE, cross-fertilizing ideas among schools implementing similar initiatives, and training new personnel as they enter the school. The consultant’s expertise, in comparison, is (or should be) geared specifically toward these sorts of issues. In our proposed model, the expertise of the consultant is a communal resource that can be drawn upon as needed. The removal of the consultant-as-resource, then, will result in either an ecological shift away from the initiative, or a shifting of resources from elsewhere in the system to cover the roles filled by the now-absent consultant. This has systemic consequences that ultimately may erode the program.

One may argue that this creates a mutual dependency – the school needs the consultant’s expertise, the consultant needs the school’s funding. We agree, but see this as a reality of interconnected systems of relationships (in the same way that one can say that a school needs
a math teacher’s expertise and the math teacher needs the school’s funding). One may further argue that this relationship is not feasible because it requires an ongoing financial commitment on the part of the school. While concerns about cost are warranted, it is not the case that weaving these consultative functions into the school itself is “free.” The fact that they are sometimes considered free may be a factor leading to the frequent neglect of such tasks once a consultancy ends and needed resources are not shifted to compensate.

Expectations about the consultative relationship must be subject to continual reappraisal and renegotiation as the process develops. Such ongoing re-evaluation not only can prevent misunderstanding, but serves to build common vision and commitment (Adelman & Taylor, 2002), thereby allowing needed changes in direction to take place more easily. When it is absolutely clear that the goal of the consultant is sustainable capacity building, reviews of the consultancy then focus on progressive minimizing and modifying the consultant’s role and transferring key consultative functions to an appropriate implementation support network.

Second, consultants need to help balance fidelity and flexibility of implementation. The inevitable (and from a sustainability perspective, often-desirable) adaptations that occur as initiatives meet the realities of the school occur alongside recognition of the need to adhere to core elements or practices that will allow for cumulative and synergistic effects over time and across varied implementers (Hord, Rutherford, Huling-Austin, & Hall, 1987). Successful navigation of the pulls of adaptation and fidelity will require deep knowledge of the focal SEL/CE initiative to allow for the kinds of modifications needed by implementers at various stages of comfort and familiarity with what they are being asked to do.

Like the conductor of a jazz orchestra, the consultant’s role is to facilitate the weaving of the prescribed elements together with necessary improvisational interpretations so that the result is harmonious within the particular context. The consultant often has to strike this balance with what might be called an informed feel of the situation. The process is unscripted, yet not unstructured. Consultants, through ongoing relationships and embeddedness in the context, as well as experiences in related contexts, assess the capacity of individual implementers and of the system as a dynamic whole. This, in turn, informs judgments about when to redirect and when to embrace variation of practice. Indeed, it may well be that the consultants’ value to a setting is as much in their accumulation of “related experiences” as in their technical expertise.

Finally, as implied above, the consultant functions, in part, as Sarason and Lorentz’s (1979) classic resource exchange network manager. Ultimately, the consultant must help schools become connected to implementation support systems, ongoing communities of practice addressing the same issues as the school and able to provide some of the same kinds of contextually embedded guidance that the consultant did. Yet, as in the improvisational jazz analogy used earlier, sometimes the consultant needs to step back in when the players are starting to lose the thread of connectedness and continuity that are the hallmarks of sustainability.

**Conclusion: Community, Consultation and Sustainability**

We have attempted to highlight the ongoing role of community systems-oriented consultants in guiding the process of implementing and sustaining interventions to promote the social-emotional growth of students and the overall functioning of the schools to promote positive mental health and sound education for all attendees. From this perspective, problem prevention and growth-promoting interventions in schools are ecological-contextual development processes that require ongoing and expert nurturing to overcome numerous day-to-day challenges of implementation and become sustainably integrated into the structure and relationships in their host environments. While there are times when a consultant may need to take a more directive stance, ultimately, ecological consultancy focuses on embedding implementers in communities of innovators, inside and outside the school, to support the necessary adaptations to changing conditions while not losing fidelity to the key program elements essential for second-order change. Thus, sustainability of interventions in schools is not an event but a dynamic process with its own ebbs and flows, and so is expert ecological consultancy.

**References**


Student Issues
Edited by Danielle Kohfeldt and Chuck Sepers

Reflections as National Student Representative
Written by Jesica Siham Fernandez,
University of California, Santa Cruz

Greetings fellow Society for Community Research & Action members! My name is Jesica Siham Fernandez, and between 2011-2013 I served as National Student Representative of SCRA. During my term, my fellow NSR and I helped oversee ECO Conference, International Community Psychology Conference, Biennial Conferences and APA Convention travel awards. During both years more than thirty travel grants were awarded to undergraduate, Masters and Doctoral students across the nation and internationally. Having the capacity to advocate on behalf of student needs and to be able to provide students with the economic resources to attend conferences was a rewarding experience. Also, we awarded two Student Research Awards for the terms of 2011-2012, and 2012-2013. Seeing the diversity of research and community-based approaches toward empowering the community among our student members was an incredible opportunity to learn about the diversity of context in which up and coming Community Psychologists are engaged. In addition, we represented the needs of students in several committees, such as the Practice Council, the Membership Committee, and the Mentoring Committee. Each committee seeks to respond to the needs of students, particularly in regards to providing them with reduced fees for becoming a SCRA member, as well as building connections and networks with others. Lastly, we are excitedly looking forward to the implementation of our new SCRA website, and it is our vision that with the new website we will be able to do more webinars, online mentoring, and networking to further capitalize on the resourcefulness and richness of our membership.

As my term comes to an end, it is with great joy and pleasure that I commend Danielle Kohfeldt and Charles E. Sepers for their involvement and commitment to serving the needs of our student members. I look forward to staying involved in SCRA and continuing to be a part of our community of scholars, practitioners, community members, activists, and believers of Community Psychology. I am confident that our organization will continue to grow and flourish. One way in which I see this happening is through the growth and strengthening of our student membership. We are the future of Community Psychology! Thank you for giving me the opportunity to serve, learn and grown as a Community Psychologist.

Introduction from Chuck Sepers, incoming SCRA National Student Representative
Written by Chuck Sepers

My name is Chuck Sepers and I am deeply honored to have been elected as the incoming SCRA National Student Representative by you, my student colleagues! Like you, I am deeply impassioned about the values of Community Psychology and SCRA in the work of empowering communities to affect change. It is my personal mission to understand and improve the conditions that affect long-term public health outcomes among underserved populations. I am currently enrolled in the joint PhD-MPH program at the University of Kansas. This program features a doctoral degree in Behavioral Psychology with an emphasis in Community Health and Development, as well as a Master of Public Health degree.

Underserved groups, including ethnic minorities and low-income families, experience a disproportionate burden of chronic disease in America. My research addresses health disparity among underserved groups by addressing the social determinants that have pronounced impact on population health. Some of the efforts I am involved with include a participatory evaluation of a national diabetes prevention and treatment initiative among ethnic minorities, the implementation of the Health for All health intervention model among Latino communities in Kansas City, Kansas, and the planning and implementation of a community health improvement plan focusing on increasing healthy food access for low-income families in Douglas County, Kansas.

I have been an active SCRA member since 2012 and have served on the Policy Committee and the website redesign committee during that time. Familiar with facilitating student involvement, I am passionate about advocating for students and promoting their professional development. As an undergraduate at the University of Nebraska at Kearney, I served as Psi Chi Chapter President and held office among various other student organizations. Drawing

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Reflections on Community-Based Counseling and Research

Written by Kathleen Baca, Ava Gill and Michelle Rowe-Odom

Community-Based Block Counseling and Social Justice Education Program, San Diego State University

As graduate students of color in the Community-Based Block Counseling and Social Justice Education Program at San Diego State University, we are deeply concerned about improving the lives of diverse people and communities, which is why we elected to do our graduate studies in the 30-unit CBB Master’s program. This reflection provides an overview of the project, our experiences as graduate students and implications for further research.

Project Background and Overview

Southern California has become one of the most diverse, multicultural/multilingual areas in the United States. This development has occurred rather rapidly and consequently schools, colleges, business, industry and government are being challenged to evolve new patterns more consistent with the world views of a multiethnic people and/or people with different life orientations. The Community-Based Block (CBB) program, which has been in existence for almost 40 years, is a pioneer in the training of counselors that are culturally competent.

The program is called “community-based” because it has always been held off campus, in the heart of two of San Diego’s multiethnic neighborhoods. It creates a learning community in which a team of faculty and a carefully selected group of students “partner” in the learning process, each cohort of students helping to structure the learning experience. It is a “block” program because all classes are required of all students, who stay together as a group (or “block”) for the entire year.

The Community-Based Block program helps students develop counseling skills, including relationship building, process and therapeutic intervention; the academic skills of critical thinking, systematic inquiry, program evaluation and effective written and oral communication; and the personal growth experiences necessary to enable graduates to use their skills for the benefit of clients. The CBB program also helps students adapt counseling skills to the needs of different populations in order to prepare them to be competent multicultural counselors. The students are able to gain a unique experience of becoming counselors through live supervision at the Center for Community Counseling in City Heights, one of the most diverse communities in San Diego. The responsibility students assume for their own education helps them develop the proficiencies they will need to become effective change agents in schools, colleges and social service agencies (Butler-Byrd, 2010 & 2009; Butler-Byrd, Nieto, & Senour, 2008 & 2006).

After meeting Dr. Lewis (1993, 1999 & 2001), Dr. Nola Butler Byrd decided to examine the efficacy of this model and use the HeartMath emWave biomedical device to examine heart rate variability and physiological coherence during hair combing interactions. HRV and coherence are indicators of stress and well-being and can also be used to help people learn how to manage their emotions and reduce stress. As a result, the San Diego Caregiver-Child Connections Project was developed to provide an opportunity for CBB graduate students to experience community-based research that is culturally responsive and addresses real community issues. The Project helps caregivers become self-aware and connect with other caregivers in a culturally centered, six- to eight-week educational peer-support group, while they build their existing skills using everyday hair combing interactions to strengthen their relationships with their children. Caregivers also learn how to increase self-knowledge and emotional management for stress reduction. Participants in the support group also participate in a research study to assess the effectiveness of the support group during the group sequence. This project is collaboration with the Early Connections Project, founded by Dr. Marva Lewis (1993). As graduate students of color, we were very interested in this topic because of our own histories and hair combing interactions. We agreed to collaborate with Dr. Butler-Byrd on the development and implementation of the support groups at a school for children affected by homelessness where one member of our team, Kathleen Baca has worked as a program director for over three years.

Our Background and Experiences

Kathleen Baca

My experience as a first generation, bicultural Latina has greatly influenced my pursuit and participation in multicultural research. My interest in research has been focused on creating a space for my communities, as well as other groups who face oppression around the world, to tell their stories and create change amongst ourselves. The opportunity to participate in a research group as a graduate student has been a challenging and important experience in my educational journey. My participation in our current research project, the San Diego Caregiver-Child Connections Project, has allowed me to better understand the ways in which our communities’ commonly held beliefs and practices are intergenerational.

Often times our experiences, although unique and complex, can have commonalities and have the power to bring different communities together. This idea is what originally drew me to the topic of hair and more specifically how we can learn from hair combing interactions. Communities of color are polarized and made to believe that our differences are paramount and cannot be brought together. Participating in CBB has greatly impacted the way I view mental health within my community.
and the importance of bringing my newly acquired knowledge and skills to communities such as the support groups at Monarch. This project, although far from complete, has greatly challenged me and strengthened my passion from community based research.

**Ava Gill**

As an African American female, I spent many of my early years engaged in the process of hair combing interactions with my mother. These times were alternately exciting, frustrating, enriching, and often inconvenient. The words let me press your hair signaled a process that would take hours and hours as my hair was always long and thick. This process also resulted in pure, uninterrupted, and intimate time with my mother where she would share her wisdom and teach me life lessons; the best way she knew how. I remember the fondness in her voice as she reminded me to hold my ear or bend your head so I can get this kitchen of naps.

I feel honored to have a part in such groundbreaking research and look forward to fulfilling my duties with my research team. As a dedicated graduate researcher, I humbly desire to learn more about the participants and the overall learning process until the close of the San Diego Caregiver-Child Connections Project sessions and beyond. Participating in the Hair Combing interaction Research Experience has inspired and solidified my interest in research. Moreover, it has confirmed the vital influence of touch, talk and listening between female caregivers and their children during the hair combing process. It feels really good to be a part of research that is allowing women to see themselves in a new light by dealing with the past and realizing firsthand the importance of "touch."

As I reflect on my journey thus far, it has been very rewarding. Being a CBB student has afforded me the privilege of learning about different cultures and learning more about who I am as a person. Being armed with this valuable information, hard work and dedication to my personal issues, allows me to better work and understand cultural differences and how important it is in my growth as a mental health professional. Working on this study has really opened my eyes about how important research is and that gathering data can really make a difference for change. I look forward to learning and absorbing all that I can as we continue our research.

**Michelle Rowe-Odom**

I would have to say that my experiences as a mother and as an Afro-Caribbean female have significantly impacted my connection to this project. As a child, I was generally very self-conscious about my hair. In fact, I wore my hair in braids (or extensions, as we would call it growing up), weaves, or cornrows, in an attempt to avoid wearing my hair natural. I was often reminded of the popular phrase that “beauty is pain” as I would sit full of restlessness on the floor of my auntie’s home as she braided my hair for over eight hours. I will never forget the look on my face and the feeling I would have when I would look in the mirror when she was finished. I looked brand new - it was worth it. Nonetheless, I could never ignore the fact that I was willing to jump through hoops, if it meant I would not have to wear my natural hair. Moreover, I became aware that these internal struggles and messages about beauty were intergenerational, and were being passed down to me, through hair combing interactions by the women in my family.

As a mother of a beautiful 15-month-old daughter, Mayasa-Aliyah, I was introduced to attachment theory during my pregnancy. Even while in my womb, I felt deep commitment to connect with my daughter, especially through talk at that time. I will never forget how immediately after she was born the doctors placed her on my chest and explained to me that this skin-to-skin contact was vital to my daughter’s well-being during her first moments in this world. From that moment, I’ve had an increased awareness of how essential touch is to my daughter’s survival in this world. Working with this research team and the women participants in the San Diego Caregiver-Child Connections Project has been a life altering experience for me, especially as a counselor-in-training. Witnessing these mothers grow, learn and be vulnerable was an unforgettable experience. Also, being able to see the immediate affects of positive and loving touch, verbal interaction, and effective listening, in such a short period of time is testament not only to the theory itself, but to the power we have as human beings to rebuild painful generational narratives.

**Summary**

Currently, the research team is in the process of conducting post-interviews with study participants. During these post interviews, clients are videotaped during a hair combing interaction and interviewed about their experiences in the support group, while having their HRV assessed. They will also complete post-self-assessments. The research team is gearing up to analyze the data and compare the pre- and post-interviews and data in order to determine the effectiveness of the group. Based on anecdotal feedback from the three current participants and an invitation from the school to offer additional pilot support groups and studies, it is apparent that the support group was helpful and that many women could benefit from it. The research team is planning to conduct another support group at the homeless school, with a projected start date of June 2013. The group is also developing a protocol for male caregivers and their children, which will be piloted in the fall of 2013. We are also scheduled to present the preliminary results of these studies at the 2013 Association of Black Psychologists Annual Convention in July in New Orleans, LA and the 18th International Conference and Summit on Violence, Abuse and Trauma in San Diego, CA in September 2013.

**References**


Women’s Issues
Edited by Katherine Cloutier and Rebecca Robinson

Committee on Women Strategic Plan

“Remember, Reorient, Revitalize”

The mission of the SCRA Committee on Women is to prioritize women’s issues globally, through the values of SCRA, and to identify and encourage feminist perspectives and methods within community psychology. Secondary to this, the committee aims to promote training and professional development of women interested in community psychology and to advise the Executive Committee on matters of concern to women. A six-person Focal Group drives activities of the Committee on Women. The Focal Group represents the broader Committee on Women and serves as a liaison between the SCRA Women’s Committee and the SCRA Executive committee.

The SCRA Committee on Women Focal Group experienced a chasm when several well-establish members of the Women’s Committee rotated off the Focal Group two years ago. At this very important time in history, we believe women’s voices must rise in volume to protect the progress those before us have made, and ensure future voices are heard with equal or greater respect. Thus we need your input and support as we move forward with a strategic plan to “Remember, Reorient, and Revitalize” the SCRA Committee on Women.

Remember

A key initiative this year is to remember and document past initiatives of the SCRA Committee on Women, the faces behind those initiatives, and the historical contexts in which the Committee on Women developed and evolved. We are in the formative stage of a project addressing this initiative. If you feel particularly interested in this initiative and wish to contribute to development and implementation of the project, we are recruiting four additional Focal Group members (see details in “Revitalizing” section).

Reorient

Another key initiative involves reviewing, revising, and reorienting the SCRA Committee on Women toward a productive, vibrant future. In process currently is a review of the SCRA Committee on Women Policies and Procedures manual, with particular focus on the Mission and Purpose of the committee. We feel the needs and experiences of women have evolved since the inception of the SCRA Committee on Women. Consider how our understanding and acceptance of variation in gender identity, modes of communication (e.g., social networking), and globalization may impact the way we perceive and practice feminism, for example. We seek to reflect such evolution in the mission and purpose of the Women’s Committee and the projects and initiatives we lead. Any proposed revisions will be distributed through the SCRA-W listserv for comment. You can join the SCRA-W listserv following directions listed below (see details in “Revitalizing” section).

Revitalize

First and foremost, we are recruiting four additional Focal Group members to fulfill specific roles on the Focal Group. The current 2013-14 Focal Group members include: Dr. Rebecca Volino Robinson, Chairperson; and Katherine Cloutier, Graduate Student Member and Project Manager. We are recruiting a Chair-elect who would serve a 3-year term on the Focal Group; a Social Media guru to help develop a strong social networking presence for the Women’s Committee; a Secretary who can help keep the Focal Group well-organized; and an additional Project Manager to support Katherine in this role. Graduate students are welcome additions to the committee, as well as seasoned professionals.

At this time we would like to invite you to join the SCRA-W listserv. To subscribe, send an e-mail to LISTSERV@LISTS.APA.ORG and leave the subject area blank. In your message area type: SUBSCRIBE SCRA-W Your_first_name Your_last_name (e.g., Fred Smith). To post a message to the list send an e-mail to SCRA-W@LISTS.APA.ORG. (Also, be sure that you are sending the message from the e-mail account you used to subscribe).

Below you will find key points of revitalization that we are working on this
year within the SCRA Committee on Women. Some of these aspects require feedback and participation from the larger SCRA community. If you have any contributions you would like to offer regarding our strategic plan, or if you are interested in getting more involved, please email us at SCRAwomen@gmail.com.

Revitalize

- Recruitment: Past Chair, Chair, Chair-Elect, Secretary (grad student), Social Media/Public Relations (grad student), TCP Organizer/Author/Editor, Project Manager/Sub-Committee Organizer
- Research Project: Remembering and Revitalizing (participatory and archived research project documenting the committee’s history and major feminist contributions to the field)
- Join us on the SCRA-W listserv
- Join us on Facebook (information coming soon)
- Join us on Twitter (information coming soon)

NOW IS THE TIME TO NOMINATE SCRA FELLOWS!

DEADLINE FOR NOMINATIONS:
December 1, 2013

What is a SCRA Fellow?

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

Applications for Initial Fellow status must include the following materials:

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

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

Victoria Chien
c/o Society for Community Research and Action,
4440 PGA Boulevard, Suite 600,
Palm Beach Gardens, FL 33410.
vchien@scra27.org
ABOUT  The Community Psychologist

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

TO SUBMIT COPY TO  The Community Psychologist

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

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

UPCOMING  DEADLINES:


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

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

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

Primary Job Title: ______________________
Secondary Job Title: ______________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member

_____ Fellow _____ Member _____ Associate _____ Student _____ Lifetime Member
APA Member Number (if known): ______________________

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

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

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

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

Sex: __ Female __ Male

Race/Ethnicity (check all that apply)

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

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

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

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

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Member</td>
<td>$75.00</td>
</tr>
<tr>
<td>Student Member</td>
<td>$30.00</td>
</tr>
<tr>
<td>International Member</td>
<td>$60.00</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>
</tr>
</tbody>
</table>

Are you retired? [ ] Yes [ ] No
What year were you born? ______
What year did you join SCRA? ______

Please consider supporting the following SCRA Initiatives by contributing to the following funds:

<table>
<thead>
<tr>
<th>Fund Name</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. If most members give $10, this fund would gain $10,000 for student initiatives this year.</td>
<td>5.00 10.00 15.00</td>
</tr>
<tr>
<td>SCRA International Travel Grants Fund: Your contribution will help bring international members to the Biennial Conferences. If most members gave $10, this fund would gain $10,000 to support international travel to future Biennials.</td>
<td>5.00 10.00 15.00</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
NEW BOOK SERIES!

Advances in Community Psychology: The Book Series of the Society for Community Research and Action

Co-sponsored by the Society for Community Research and Action AND Oxford University Press

SERIES EDITORS Nicole E. Allen | Bradley Olson

The Advances in Community Psychology book series will provide a publication venue that

- **Highlights** advances in the field of community psychology and, more generally, community action research and practice
- **Integrates** current knowledge on pressing topics and priorities for the field
- **Offers the foundations** for future directions in research and practice

Information presented in the series will be timely (i.e., on the cutting edge of pressing issues), integrative (i.e., offering a comprehensive look at a given area informed by multiple vantage points), and generative (i.e., providing a platform on which future research and practice pursuits can build).

Advances in Community Psychology will be a “go to” series for a wide audience, including students, practitioners, researchers, and policy makers interested in understanding advances in the field, complex social issues, innovative social interventions, and approaches to social action.

CALL FOR PROPOSALS

The work of community psychologists and those in allied fields covers a variety of theoretical foundations and complex social issues – all are encouraged to contribute to the series. For inclusion in the series, a book must

- **Locate** people within the contexts in which they work, live and/or play; that is, that the book addresses the social context
- **Describe** methods, interventions, practices, etc. involving some facet of community collaboration, and/or participatory practice; that is, the research or practice described must involve some partnership with those who are community participants.
PROPOSAL PROCESS

Books will be both invited by the editors of the Series and proposed by potential authors/individual book editors. Authored books are preferred, but edited volumes will be considered as well. Series authors/editors may include non-SCRA members, but should reflect the values and the scope of the field. Thus, a broad range of community research and action offerings are invited and encouraged. The aim is for the series to be appealing to those working in a broad range of disciplines doing community research and action, both as a contribution to and an outlet for their work.

Potential book editors and authors are encouraged to submit a formal prospectus. Contact either co-editor for the required prospectus format. The series co-editors are also happy to discuss possible books and ideas prior to the proposal being submitted.

Send materials or make inquiries to:

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603 East Daniel Street
Champaign, IL 61820
(217) 333-6739
allenne@illinois.edu

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National Louis University
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Chicago, IL 60603
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bradley.olson@nl.edu

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