

Ψ NEWSLETTER

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1974 APA Division 27 Program

Charles D. Spielberger

President-Elect and Program Chairman

The number of symposia, panel discussions, workshops, and papers submitted to the Division Program Committee continues to increase as the membership increased by almost 15% during the past year and passed the 1200 mark. Unfortunately, the time allocated by the APA to the Division was reduced by 10% and these circumstances required the rejection of a larger number of papers and symposia than was necessary in the past. On the positive side, however, the quality of the Program appears to be outstanding.

The content of this year's Program spans a wide range of diverse areas. A marked increase of interest may be noted in the fields of crime, delinquency, and corrections that, no doubt, reflects greater demand for the service of community psychologists as well as increased funding opportunities. There are also multiple program sessions on primary prevention, the utilization of paraprofessionals and volunteers, and on training at all levels.

The Division Presidential Address, the Annual Business Meeting, and the meetings of the Executive Committee are listed below under Special Events. The first Division award for Distinguished Contributions to Community Psychology will be presented this year to Robert Reiff. Other special events include a Division Social Hour, a joint meeting of the Education and Training Committee with the Committee that has been appointed to plan a Conference on Training in Community Psychology to be held next year, and an Invited Address by Irving Wolf on "Alcohol as a Community Problem."

The major allocation of program time this year was for symposia, workshops, and panel discussions. The Division is primary sponsor for 22 such program sessions, and we are co-sponsors of 10 additional symposia, where other Divisions have allocated most of the program time. All program elements for which Division 27 is primary sponsor will be held in the Fairmont Roosevelt Hotel. The titles, chairpersons, time of presentation, and the meeting rooms are listed below for each program session. There may be some changes in the final program assignments because of conflicts of individual participants, so the official APA Program should be consulted.

It was the decision of the Division Executive Committee to limit the amount of time devoted to Paper Sessions and only 6 of these were scheduled. As last year, papers will be briefly summarized in five-minute presentations by the presenter and the major portion of the time will be devoted to discussion among paper presenters and audience participants.

Presidential Message

J. Wilbert Edgerton

Come to New Orleans! The Annual Meeting promises to be exciting and meaty. The program is described elsewhere in these columns. The variety and quality of issues with which community psychologists contend are a tribute to our growing sophistication as researchers, teachers, and practitioners. Within these areas there is room for the talents of all membership of Division 27.

We've tried this year through regional emphases to increase member involvement. We are progressing toward 1975's Training Conference in Community Psychology which will deal with the spirit of Vail, but also with the restraints from the environment. You have had an opportunity to register your concerns on training in relation to your present functioning, and thus provide input for the coming changes in training and practice. There are changes within our parent body in which community psychologists must be involved. Societal changes will continue to be a focus for our study and influence. Surely the impact of the development and implementation of national health insurance will command our attention.

We have enough history and tradition to make our first award for distinguished contributions to community psychology. So we are moving. It seems to me that community psychologists must continue to focus upon the interaction of the individual with the community forces, institutional and otherwise. The aim is to understand these phenomena and to develop interventions at personal and all other levels that will result in healthy change. We need to develop a structure and method which facilitates beneficent self-correction. Let us be about it!

DIVISION 27 SPECIAL EVENTS

- Presidential Address:** Saul Cooper, Mental Health Center, Ann Arbor, Chair. J. Wilbert Edgerton, University of North Carolina. Individual Autonomy and Community Intervention. Saturday, August 31, 3:00-3:50 p.m. (Explorers)
- 1974 Award for Distinguished Contributions to Community Psychology Invited Address.** J. Wilbert Edgerton, University of North Carolina, Chair. Robert Reiff, Albert Einstein College of Medicine. Sunday, September 1, 5:00-5:50 p.m. (Explorers)
- Special Invited Address.** Edison J. Trickett, Yale University, Chair. Irving Wolf, National Center for Alcohol Education, Alcoholism As a Community Problem. Saturday, August 31, 1974, 2:00-2:50 p.m. (Explorers)
- Division 27 Business Meeting:** J. Wilbert Edgerton, University of North Carolina, Chair. Saturday, August 31, 4:00-4:50 p.m. (Explorers)
- Division 27 Social Hour.** Saturday, August 31, 5:00 p.m. (University)
- Division 27 Executive Committee Meeting.** J. Wilbert Edgerton, University of North Carolina, Chair. Friday, August 30, 8:30 p.m. (Loyola)
- Division 27 Executive Committee Meeting.** Charles D. Spielberger, University of South Florida, Chair. Sunday, September 1, 8:30 p.m. (Loyola)
- Joint Meeting: Conference Planning Committee, and Education and Training Committee.** Joseph F. Aponte, University of North Carolina, Ira Iscoe, University of Texas at Austin, Co-chairs. Friday, August 30, 6:00 p.m. (Loyola)

DIVISION 27 APA PROGRAM

New Orleans, Louisiana

Friday, August 30-Tuesday, September 3, 1974

DIVISION 27 SYMPOSIA

- Developing a Rural Community Mental Health Service from a Base in an Academic Clinical Psychology Program.** Charles D. Spielberger, University of South Florida, Chair. Friday, August 30, 10:00-11:50 a.m. (Emerald)
- Community-Based Corrections.** Linda Sherby, Center for Forensic Psychiatry, Chair. Friday, August 30, 12:00-1:50 p.m. (Gold)
- Workshop. Shared Participation—A New Behavioral Science Model for Improving Police-Community Relations.** Henry A. Singer, Human Resources Institute, Chair. Friday, August 30, 12:00-1:50 p.m. (Emerald)
- Community Psychology Internships in Non-Traditional Settings.** Karl A. Slaikeu, University of Texas at Austin, Chair. Friday, August 30, 2:00-3:50 p.m. (Emerald)
- Panel Discussion. Implications of the Vail Conference on Community Psychology Training.** Joseph F. Aponte, University of North Carolina, Chair. Friday, August 30, 4:00-5:50 p.m. (Emerald)
- Training and Service in Community Psychology: A Realistic Appraisal.** Wade H. Silverman, University of Illinois Medical Center, Chair. Saturday, August 31, 9:00-9:50 a.m. (Emerald)
- Psychology for Public Settings: A Training Model.** Donald Klein, NTL Institute for Applied Behavioral Science, Chair. Saturday, August 31, 10:00-11:50 a.m. (Gold)
- Developing and Implementing Program and Facilities Standards for Comprehensive Care in Community Mental Health.** Bernard Lubin, University of Missouri School of Medicine at Kansas City, Chair. Saturday, August 31, 12:00-1:50 p.m. (Orleans)
- The Training of Mental Health Consultants.** Howard Stanley Rubin, Kedren Community Mental Health Center, Los Angeles, Chair. Saturday, August 31, 12:00-2:50 p.m. (Wildcatter)
- Education and Training in Community Psychology in the 70's.** Joseph F. Aponte, University of North Carolina, Chair. Sunday, September 1, 10:00-11:50 a.m. (Grand)
- Wisconsin Information Service: A Network to Improve Human Services Connections.** Nicholas Long, InterStudy, Minneapolis, Chair. Sunday, September 1, 1:00-2:50 p.m. (Explorers)
- Knowledge and Technology in Community Psychology.** Louis D. Cohen, University of Florida, Chair. Sunday, September 1, 2:00-3:50 p.m. (Emerald)
- Consultation to Community Agencies: Variations in Structure, Style and Consultants.** Richard M. Cohen, Long Island Jewish-Hillside Medical Center. Sunday, September 1, 3:00-4:50 p.m. (Explorers)
- Studies of the Effectiveness of Treatments of Drug Abuse, Based on the Drug Abuse Reporting Program (DARP).** S. B. Sells, Texas Christian University, Chair. Monday, September 2, 10:00-12:50 p.m. (Blue)
- Psychologists' Problems in Working with the Police.** Franklin W. Neff, Institute for Community Studies, Kansas City, Chair. Monday, September 2, 1:00-2:50 p.m. (Explorers)
- Job Satisfaction Measures as Indicators of Change in Human Service Organizations.** N. Dickson Reppucci, Yale University, Chair. Monday, September 2, 3:00-4:50 p.m. (Gold)
- Why Do We Overlook the Most Powerful Preventive Medicine in Community Mental Health Programs? WORK!** Hannah Levin, Richmond College, CUNY, Chair. Monday, September 2, 4:00-5:50 p.m. (Explorers)
- Issues in the Utilization and Evaluation of Paraprofessionals.** John Kalafat, Florida State University, Chair. Tuesday, September 3, 10:00-11:50 a.m. (Emerald)
- Conversations and Explorations in Community Psychology.** Samuel Pearlman, West Hempstead, New York, Chair. Tuesday, September 3, 11:00-11:50 a.m. (Rex)
- Primary Prevention in Community Mental Health: Beyond Tokenism.** John Wright, Florida Mental Health Institute, Tampa, Chair. Tuesday, September 3, 12:00-1:50 p.m. (Gold)
- Primary Prevention: Models and Action.** Nevitt Sanford, The Wright Institute, Berkeley, Chair. Tuesday, September 3, 2:00-3:50 p.m. (Wildcatter)
- Community Psychology at Bay—A Case Study.** Leonard D. Goodstein, Arizona State University, Chair. Tuesday, September 3, 3:00-4:50 p.m. (Gold)

DIVISION 27 PAPER SESSIONS

- Crime and Delinquency.** Mitchell Silverman, University of South Florida, Chair. Friday, August 30, 9:00-9:50 a.m. (Rex)
- Community-Related Drug Problems and Programs.** David Stenmark, University of South Carolina, Chair. Saturday, August 31, 9:00-9:50 a.m. (Rex)
- Community Mental Health Centers and Community Psychology.** Faye J. Goldberg, Morehouse College, Atlanta, Chair. Sunday, September 1, 9:00-9:50 a.m. (Orleans)
- Community Psychology: Treatment and Research with Racial and Ethnic Minority Groups.** G. Rosenblum, Mass. Dept. of Mental Health, Chair. Sunday, September 1, 12:00-12:50 p.m. (Orleans)
- Professionals, Paraprofessionals and Volunteers in Community Psychology.** Edwin S. Zolick, DePaul University, Chair. Monday, September 2, 9:00-9:50 a.m. (Rex)
- Intervention in Community Psychology: Training, Practice and Research.** John Wright, Florida Mental Health Institute, Tampa, Chair. Tuesday, September 3, 9:00-9:50 a.m. (Orleans)

SYMPOSIA CO-SPONSORED BY DIVISION 27

The Symposia that are listed below will be of interest to the member of the Division of Community Psychology. Information with regard to the day, time, and meeting room for these symposia were not available when the Newsletter went to press. Please consult the APA Program.

- Crime and the Citizen.** Ezra Stotland, Chair. (Div. 9)
- American Indian Mental Health: Some Current Issues.** William S. Hanna, Chair. (Div. 9)
- The Implementation of a Divergence Program for Juveniles.** Paul D. Lipsitt, Chair. (Div. 9)
- The Communal Alternative Through the Life Cycle.** William E. Henry, Chair. (Div. 9)
- Community Mental Health in Rural Settings.** Carl Morgan, Chair. (Div. 12)
- Training Experiential Requirements for Consultants.** Cliff Swensen, Chair. (Div. 13)
- Utilization of Research and Evaluation.** H. R. Davis, Chair. (Div. 18)
- The Quality and Cost of Mental Health Service: The Government's Right to Know.** Henry Darmstadter, Chair. (Div. 18)
- Developing and Evaluating Mental Health Programs for the Aged.** Larry Thompson, Chair. (Div. 20)
- The Dissemination and Utilization of Research: The Views of "Knowledge Producers" and "Knowledge Users."** Todd R. Risley, Chair. (Divs. 25, 9, 18)

REPORT ON REGIONAL COORDINATION ACTIVITIES

Morton Bard

Editor's Note: The following are reports from the Regional Coordinators of Division 27 about their regional meetings on the Vail Conference. It is introduced by Morton Bard, who is coordinator of coordinators.

There were two major activities related to Regional Coordination, both of which expressed a charge of the Division 27 Executive Committee: 1) to encourage the development of programs to explicate and examine Vail conference implications at regional psychological association meetings; and, 2) to use the regional association meetings as an opportunity to recruit student members into the Division and to conduct elections in each region to enable student regional representation on the Executive Committee.

This charge was communicated to the following Regional Coordinators:

David Stein — Eastern
Patrick Cook — Southeastern
Edwin Zolik — Midwest
William Hodges — Rocky Mountain
Dorothy Fruchter — Southwestern
Rodney Nurse — Western

It is hoped that the sense of each regional meeting will be ultimately communicated to the Division 27 Executive Committee at the APA Convention in New Orleans.

EPA

David D. Stein
Regional Coordinator

INTRODUCTION

During the past two years, Division 27 sponsored three-day programs at EPA to discuss a variety of research, training and service needs. These informal sessions provided an opportunity for community psychologists and students to share various concerns in our constantly burgeoning field.

This year, the Community Psychology program was limited to a three hour Panel/Discussion focused exclusively on the 1973 Vail Conference on Professional Training as it relates to Division 27 concerns. Each region in the country had been mandated to discuss at least this topic at its annual convention and then to provide feedback to the Division 27 Executive Board for discussion at the APA meeting in New Orleans this year.

EPA FORMAT

At EPA, we assembled a panel composed of three Division 27 members (Jerry Osterweil, Bob Reiff, and John True) and Ron Kurz of APA. I acted as chairman. The panelists had all attended the Vail Conference and spent the first hour or so summarizing and highlighting its recommendations.

The audience of 30-35 people (about 1/3 students) first listened to Dr. Kurz who gave the background of how the Vail Conference came about. This included general dissatisfaction with training programs and the need for more minority group members to gain access to the profession. He explained how the conference participants represented a wider range of interests and locations than any prior conferences. Ultimately, the APA Council of Representatives must ratify the Vail recommendations and/or any modifications.

Jerry Osterweil then spoke about Career Ladder and "lattice" issues, the complicated accreditation problems attendant to new job titles and functions, and the need for competence based criteria at different job levels. The Vail Task Force recommendations in this area were presented.

John True then talked about the need for the development of generic skills at the AA and BA levels so that entry workers can transfer more readily from one job to another. He mentioned the relative isolation of universities vis-a-vis agencies and communities and the crucial need to become specific about how to work together. Dr. True also talked about the need for upgrading planning at the agency level. Further, more and more people are receiving AA and BA degrees with no clear career ladder. Possible linkages among other professions and psychology may be established in the further development of career ladders so that a solid constituency can better make its case.

Ron Kurz then discussed some of the issues related to training content. Field training needs to be made more relevant to community as contrasted with professional needs. An unanswered question was posed: If the MA can do what the Ph.D. can, what should the latter do? The sticky issue of whether an MA should be called a psychologist was discussed at Vail and is still mired in debate throughout APA.

Bob Reiff thought the conference was good relative to past ones and noted that for the first time "threatening" issues could be openly discussed. He felt the conference clearly laid to rest the scientist-professional model by claiming that they are really separate career goals.

Dr. Reiff went on to note that most professionals are, or soon will be, civil service employees. The era of the professional "doing his own thing" is just about over. He felt that Ph.D. psychologists should be trained for research, planning and consulting roles and that clinical psychology and community mental health should be clearly distinguished from community psychology.

Dr. Osterweil then read the student recommendations from the Vail Conference with special concern for the accurate "advertising" of graduate programs by psychology departments.

The meeting was then thrown open for discussion with a lively interchange taking place for the rest of the program. Highlights of the discussion included:

- 1) minority group students (especially those in open enrollment programs) get "turned off" to statistics and experimental psychology and change fields. How can Psychology Departments be influenced to deal effectively with this problem?
- 2) The distinction between clinical and community psychology was hotly debated with no agreement as to whether they are in fact distinct or overlapping.
- 3) It was suggested that Community Psychology should relate more to macro-systems and that levels of intervention and levels of change needed to be conceptualized in any framework.

It was obvious from the multi-faceted presentations and the variety of frames of reference of the audience that in the short time available no consensus could be reached. Everyone was asked to mull over the program and to then send his ideas and reactions directly to the Division 27 President, Dr. Edgerton.

OTHER ISSUES

A. Students:

Eight students became members of Division 27 and Thomas Glynn was elected Eastern Region Student Representative and a nominee for election to the Division Executive Board. Mr. Glynn attends Catholic University. His alternate is Elizabeth Andl who attends Temple University.

B. Some Observations and Recommendations:

Having served as Eastern Regional Representative for three years, I am amazed at the diversity of experience, knowledge and understanding within our division. In a newly emerging field, it is important to allow for this openness. But the field is now over a decade old and it seems to me that some sharper definitions of boundaries are needed to set Community Psychology apart from other areas in the profession.

I would hope that the Division's leadership would address this issue and plan to deal with it in the immediate future.

SWPA

Dorothy Fruchter
Regional Coordinator

"The best-laid plans of mice and men," and women, too, etc., etc. The Southwestern Psychological Association meetings in El Paso were just too far away for most community psychology students (and most professionals, also) to attend this year, and the carefully worked-out procedure for meeting, for recruiting student members, and for electing a representative simply would not apply to this Region. (This is often the case!) Among other things, our appointed meeting room was pre-empted by the local Congressman, home to explain about Watergate, shortages, impeachment, and high prices. Also, the planned Vail follow-up did *not* occur, though meetings have been held at specific locations in the Region. A community meeting was held—in the hotel bar, of course—and some very nice people got together for conversation, but the "student election" could not be held.

Among the insights gained from the free-flowing talk were some of at least moderate significance, especially for the planning of training patterns. For one thing, we found out that there are students who firmly identify themselves with community psychology, pursuing their degrees within clinical, counseling, school, and social programs here and there, without benefit of "guidelines" or anything. (My feminist consciousness suggests that many of these are women, attending schools "where their husbands are.") For another, we found that several universities that don't have community programs are seriously considering establishing such in the near future and are very interested in the outcome of Division 27 training deliberations.

Conversation with Mexican psychologists suggests there is really a fertile field for community psychology south of the Border, where societal traditions of cooperation and mutual support would make the community approach *muy simpatico*. (Ask someone about the psychology students at the University at Merida sometime, and hear about real "community"!)

A group of students in the community program at the University of Texas at Austin finally did meet, after the start of the Summer semester. Fully realizing that they could not represent all students in the Region, but also aware that they comprise a majority and the main concentration of Division 27 student members in the Southwest, they elected Margaret (Meg) Meyer as their representative. Meg is enrolled in the Ph.D. program in community psychology at U.T. Austin. She has worked in the Sound View-Throgs Neck Community Mental Health Center, Bronx, N.Y., and has served the Board of Missions of the United Methodist Church in both a social service center and a Chinese primary school in Hong Kong. She is heavily involved in direct community work in Austin and is enthusiastic about service to Division 27 through student participation.

WPA

A. Rodney Nurse
Regional Coordinator

A panel discussion titled "Implications of the Vail Conference for the Education of Community Psychologists" was held April 26th in San Francisco at the annual meeting of the Western Psychological Association. Chaired by A. Rodney Nurse of the California School of Professional Psychology, San Francisco, the panel featured brief presentations by three eminent professional psychologists. Dr. Nicholas Cummings, President of the California School of Professional Psychology, described the development of the Vail Conference, compared it briefly with the Boulder Conference of 1948, and in particular emphasized the coming of the age of pro-

fessional psychology as explicitly an outcome of the Vail Conference. He also pointed to the importance of minority input to the Conference, and indicated that the Conference proceedings should imply a multiplicity of models for development of psychology. Dr. James G. Kelly, Dean of the School of Public Policy and Communication, University of Oregon, and a past President of Division 27, related his interpretations as another participant in the Vail Conference, stating that the outcomes of Vail could provide a base for new developing professional programs with a non-clinical as well as a clinical base. He also cautioned against overlooking the usefulness of applied research for the professional psychologist's development, and cited the historical contributions of psychology to the fields of appraisal and careful study. Dr. Howard Rubin, California School of Professional Psychology, Los Angeles, provided practical examples of a developing community-clinical program which is very much in keeping with many of the recommendations of the Vail Conference's focus on the importance of community, minorities, and concern for the newly-developing methods of delivering health care services. Discussants included Dr. Daniel Adelson, University of California, San Francisco; Dr. Alfred Castaneda, Stanford University; Dr. Bernard Cooke, University of Santa Clara.

Attesting to the interest in this area was the fact that the convention room was extraordinarily crowded and flowed out into the corridor; many people who wished to participate were unable to get into the meeting.

RMPA

William F. Hodges
Regional Coordinator

As has been true of the other regional conventions, Division 27 sponsored at the Rocky Mountain Psychological Association Convention in Denver, Colorado, a conference on the implications of the Vail Conference on training in community psychology. Members of the panel were Harl Young, Chief of the Division of Mental Health, Department of Institutions, State of Colorado; Abel Ossorio, Associate Director of the H. E. W. Regional Office, Region 8, Denver, Colorado; and Albert Ramirez, Department of Psychology, University of Colorado, Boulder, Colorado. In addition to discussants, graduate students in the Community Mental Health Training Program at the University of Colorado also participated. They were Lin Haas and Beth Meyerowitz. The Chair for the symposium was William F. Hodges, Department of Psychology, University of Colorado. The one and a half hour symposium was attended by 25 individuals of diverse backgrounds from the Rocky Mountain area. Dr. Ramirez presented to the group a history of the Vail Conference and placed it in the context of training in community psychology. Dr. Ossorio discussed in some detail the views concerning innovations about the conference and the follow-up. Dr. Young presented a discussion concerning the implications of the Vail Conference for training in community psychology, the on-going political process occurring in the medical field and in psychology, and the problem of assessment of needs for the people who receive services. Discussion of the presentation focused around a need for diverse roles in community psychology. Particular concern was expressed toward the difficulty in providing at the master's or bachelor's level skills adequate to fulfill the diverse needs of community psychologists. Some discussion was presented concerning the development of numerous levels and assignment of status within the profession. Evaluation of programs, the need to evaluate the effectiveness of master's level and bachelor's level psychologists as opposed to Ph.D. level psychologists and the need for training in multi-cultural settings were discussed. Finally, the role of local control and allocation of funds and its implications for the provider of services, as well as the consumer, was discussed in some detail.

MWPA

Edwin S. Zolik
Regional Coordinator

The Symposium, sponsored by Division 27, was attended by fifty-sixty people. The panel was chaired by Dr. E. S. Zolik, and presentations were made by John Darley, Abel Ossorio, Bill Verplanck, and Donald Friedheim. Bob Hoch served as discussant. Following the presentations by the panelists, Stanley Schneider of NIMH spoke on the outlook on future federal funding patterns.

John Darley contrasted the themes of earlier conferences with the more extended themes of the Vail Conference. He pointed out that although some resolutions and recommendations were often conflicting and on occasion unrealistic, the themes of accountability, advocacy, among others, were important concerns. He indicated that there is a vital need to examine at least four themes which also were deliberated at previous conferences: the scientist-professional model and research training; the place of the M.A. in psychology; curricula reform in psychology; and meaning of professionalism. He described the formation of the follow-up commission which is to conduct a one- and two-year follow-up on the Vail recommendations. The goal of the first-year follow-up is to provide wide dissemination of the raw resolutions of the Conference in order to obtain the suggestions, reactions, etc., of the membership of APA and then to develop specific recommendations that can be targeted to APA for deliberation and development of action programs.

Abel Ossorio spoke on the new federalism, consumerism, and training of minority groups. He discussed the psycho-social factors that are putting pressure on the profession and forcing it to move whether or not it wants to. Among these factors would be national health insurance which would make it possible for the consumer, in contrast to institutions, to have a greater input regarding service delivery. He highlighted the "equity of access" by minority groups into the professions and by consumers to appropriate services. Although the professionals would define "service quality," the consumer would define "appropriate service."

William Verplanck discussed the articulation of professional training and academic-scientific education. He highlighted seven basic principles of training or education for professional service delivery which he stated coincide with the principle of training scientific-research individuals in any discipline. On this basis he considered the scientist-professional dichotomy to be a fallacy. He felt that the recommendations of the Conference were too conservative and that the recommendations basically did not formulate new things for psychology to do but rather spelled out the responsibilities which we already have but which we have to further consolidate and implement.

Donald Friedheim's presentation focused on the evaluation of training patterns and delivery systems. As all current evaluations are being made under implicit value systems, there should be a statement of professional values in psychology perhaps comparable to the APA statement of ethics in order that these be well known. He indicated the need for a broader system of evaluation which would, in addition to evaluating training programs, include the evaluation of graduates at various points in their careers in order that relevant feed-back would be available to training institutions. He also highlighted the recommendations concerning minority groups as students and faculty, as well as consumers. Both he and Bill Verplanck indicated the need for effective career ladders.

In discussing the presentations of panelists, Bob Hoch highlighted the issue of advocacy and accountability, stating that the day of the WASP psychologist was over. To implement the training of minority groups, selection criteria need to be broadened as those traditionally employed do not have predictive validity for the performance of minority group members. He recommended a program

of evaluating psychologists in service delivery settings for a five-year period in order to help develop assessment techniques for the assessment of graduates of training programs and to determine their impact on their service delivery setting. Some of the recommendations of the Vail Conference, he indicated, were "pie-in-the-sky" but others were reasonable and need broad deliberation and input from our membership for further refinement. In concluding, he stated that truth in advertising our graduate programs is a most reasonable recommendation and one which could be rapidly implemented.

Open Meeting: MWPA

Richard Burhenne, Midwestern Student Representative and Edwin Zolik, Midwestern Regional Coordinator, conducted the Open Meeting. Approximately thirty people attended the meeting. As the 1½ hour period scheduled for the meeting was insufficient, the meeting reconvened for a 2½ hour period on Friday morning, May 3, 1974. Two major activities were conducted at the meeting: a discussion of interests, needs and concerns of the students and the faculty/professionals in attendance, and the selection of two candidates for election as the new student representative for the midwestern area.

General Discussion of Interests and Concerns

Topics discussed included: (1) defining community psychology by drawing distinctions between clinical community psychology and social community psychology; (2) concerns of students that graduate programs should provide for involvement in indirect service programs and training in program development, program evaluation, and consultation to facilitate such involvement; and (3) to assist in the development of these skills the initiation of workshops at annual and regional meetings was recommended. Recommendations concerning workshops included: (1) the workshops should be conducted concurrent with the Midwestern Psychological Association convention in order to facilitate broad participation; (2) that the goal of such workshops be to gain knowledge on various topics, i.e., "how to train volunteers," "how to consult with" various target groups, etc.

It was felt that the workshops would not need to call in "experts" since the members of the Division and participants in the workshops would be "experts" themselves. A committee was organized to develop the details of a workshop to be held in conjunction with Midwestern Psychological Association in 1975. William A. Decker (University of Connecticut) is chairing the committee and requests that all interested members send suggestions to him prior to the APA convention in September, 1974, at which a planning meeting will be held.

As a prelude to inaugurating the workshop at MPA next year, the group discussed their interests and concerns in community psychology and developed a preliminary mailing list.

Student Representative Election

At the meeting of student members there were six students in attendance, five of which were interested in becoming regional representative. As five other student members were not present, it was decided to select by lot two candidates for election as the student representative and conduct the election by mail. The two candidates were Larry Friedlander (Eastern Michigan University) and Bill Sirbu (DePaul University). The mail ballot was conducted by Richard Burhenne and William Sirbu was elected as the Midwestern Student Representative. Home address of William Sirbu, Midwestern Student Representative: 5719 N. Kenmore Avenue, Chicago, Illinois.

The Dilemma of Community Psychology as a Career

Editor's Note: The Newsletter has invited comment from recently elected officers about their hopes, aspirations, concerns, and conceptions about Community Psychology. We are pleased to include such statements from Barbara Dohrenwend and Betty Kalis in this issue.

Betty L. Kalis

Division 27 Secretary-Treasurer

When I agreed to have my name placed on the ballot for Division office I was mindful of and shocked by the fact that the Division of Community Psychology had never, since its inception, had a woman on the Executive Committee. This year, there are three of us. The Council of Representatives met very close in time to the Mid-Winter Executive Committee meeting, so Hannah Levin was unable to attend the latter, but Barbara Dohrenwend and I were united in our focus on broadening the participation of women in the Division.

In this opening statement, I am indicating the importance I attach to the role of advocate for community psychologists. In this instance, my perspective is that I must be an advocate for the community of women, both within and outside of psychology, as well as being an advocate for other community groups and proposals which I assess to have salience for the emotional well being of the total community. This position presumes psychological knowledge, understanding, and skill to define, assess, and intervene around issues and in ways that will enhance community mental health.

This approach hopefully conveys to the reader that I define community psychology as broader than but applicable to community mental health, and certainly that community mental health is a more encompassing term than the referent of community mental health centers.

The breadth of community psychology, in my view, is implicit in the reference to psychological knowledge, understanding, and skill. Those aspects of psychological knowledge which are germane to community psychology come from many aspects of the field and must be combined with perspectives from other disciplines as well if the second element, understanding, is to be approached with respect to complex community issues and problems. While many psychologists would probably agree that the knowledge and research base of social psychology is most crucial for community psychology, it certainly is not sufficient. And since no one can have expertise in all of the aspects of psychology which can contribute to our knowledge and understanding in community psychology, the community psychologist must frequently be a link between psychologists from a variety of different sub-specialties.

Just as social psychology is central to the knowledge base, so most community psychologists would probably agree that clinical psychology is central to the base of intervention skills, although clinical skills alone are insufficient, and if transferred rather than translated can be detrimental rather than useful. The contracts of community psychologists are very different from those of clinical psychologists, and different contracts demand different kinds of interventions. Increasingly, intervention skills from organizational and industrial psychology, from school psychology, counseling psychology, consulting psychology, etc. are providing important and innovative additions to the armamentarium of community psychologists.

Thus, community psychology is a complex and constantly evolving field in my view, and the opportunities for expansion of knowledge and innovations in method make it an exciting frontier. While I understand the need of psychologists to comprehend what is new in the light of what they already know, to equate the field with what has been done in the past, or with one of its sub-aspects, is to limit our opportunities for growth and development. I trust that the perspective that I have outlined will provide glimpses of the breadth of the field and the concomitant opportunities for both research and practice.

Barbara Dohrenwend

Member-at-Large

Let me assume that we know what we are about in Community Psychology; that is, that we are agreed to some extent on our purpose and share some confidence in our means. In particular, let me assume that our agreed purpose is to help change communities and their institutions so that they will provide better settings for individual growth. In aiming for this goal we distinguish ourselves, on the one hand, from colleagues in sociology and social psychology who may study social settings without attempting to change them and, on the other hand, from colleagues in clinical psychology and psychiatry who focus their efforts to bring about change on individuals rather than on community settings.

The proposition that we are confident of our means is probably more debatable than the proposition that there is something approaching consensus among community psychologists about our general goal. Note, however, the modesty of the former claim. I am not suggesting that we agree about means but merely that there are individuals and groups who argue quite persuasively, often from impressive data bases, that they have developed techniques for facilitating community change to the level of an art that they can help others to master.

If we do assume, then, that community psychologists have achieved some success in formulating a general goal and in devising means to accomplish that goal, why are we not, as the tenth anniversary of the Swampscott Conference approaches, preparing to celebrate our achievements? Why, instead, do we seem beset by diffuse uncertainty about whether Community Psychology is a viable specialty? Why do we find on the one hand that our support within the American Psychological Association has shrunk, as indicated by reduction of the number of Division 27 representatives in APA Council from three to one, and on the other hand that extraordinary efforts must be made to interest students in becoming active in Division 27?

An important part of the answer lies, I think, in a dilemma that we share with certain exciting and challenging specialties within professions other than psychology. I think in particular of the specialty of public health within medicine and of public interest law within the legal profession. It seems to me that Community Psychology shares with both of these specialties the dilemma of combining high public esteem with relatively low personal remuneration for its practitioners.

Not that community psychologists have faced unemployment as have many professors of public health when their schools threatened to close. Nor have we had to reconcile ourselves to the situation of public interest lawyers who "even at middle age . . . may not earn an income exceeding that of, say, a journeyman, carpenter or plumber (Carter, 1974, p. 547)." We have not faced the problem directly, I think, because those who call themselves community psychologists do not generally earn their living in Community Psychology but, instead, by some other activity, frequently teaching or the practice of Clinical Psychology.

Let me emphasize that I am not suggesting that, because of inadequate development or some passing condition, Community Psychology has not heretofore been able to provide a good living for its practitioners but that, by its very nature, it will never do so. Consider who has the wherewithal to pay generously for the community psychologist's services. Business does, of course; and government, particularly the federal government, for politically popular programs. But neither business organizations or politically popular government programs are likely in the usual course of affairs to

Initiating a Community Psychology Division within a State Association

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and

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Editor's Note: The Editor asked Pete Adler and Jerome Carroll to describe the formation and evolution of the Division of Community Psychology within the Pennsylvania Psychological Association. Similar correspondence with others working within their State Associations are invited.

In one respect the origin of the Pennsylvania Psychological Association's Division of Community Psychology can be traced to the Commonwealth of Pennsylvania's real commitment to community mental health, as reflected in the rapid development of a statewide network of community mental health/mental retardation centers between 1968 and 1972. In another respect the origin can be traced to the dedication and commitment of three men, Mortimer Lipton, Jerome Carroll, and Claus Bahnsen, who met in 1970 to discuss the idea of forming a new division within PPA. Their concerns ranged from social action through the operation of Community MH/MR Centers to academic and research issues in the emerging field of community psychology.

During 1971 and 1972 a small group of psychologists whose background was mostly clinical worked to convince the Executive Council of PPA that there was need for such a division and circulated petitions to demonstrate that there was interest and support. By-laws were written and revised. In 1972 the fledgling division was organized by the Executive Council of PPA with Dr. Carroll as Acting President and an initial membership of fifty (50) and the work of developing a division with officers, a representative membership, and a meaningful program began. By the 1973 convention, membership had increased to eighty (80), a slate of officers had been elected, and the Division sponsored its first symposium on Innovative programs in Community Psychology with four (4) presentations and excellent attendance. The Division was now "real."

It was not actually until this year (1974), however, that both the membership and the officers of the division began to fully reflect the community psychology movement including traditional and more radical innovations from the MH/MR Centers and other Service agencies in the community, older academic programs beginning to recognize community psychology and new programs devoted exclusively to the area, social activists and change agents, research people, administrators, and many people from the "fringes" of psychology who in the Division of Community Psychology could find something to relate to and identify with. At the 1974 convention the Division with a membership now over one-hundred (100) sponsored or co-sponsored ten (10) events ranging through Community Psychology in Action, Training in Community Psychology, Research in Community Psychology, The Federal Impact on CMH Services, Sexism, Sexual Minorities, Abortion Counseling, and Training and Use of Volunteers. A core of committed community psychologists had emerged and around them a large number of people seemed to be gathering.

At this point the Division seems to be well into its second phase. The hard organizational work of simply beginning a division seems complete and the next step seems to be to create an actual "com-

munity" of community psychologists who can share with each other and gather support from each other during the growth of community psychology in Pennsylvania. The Annual Convention will be a primary vehicle for this as we look forward to some sessions which are experiential in nature and specifically designed for "community building," as well as designing most sessions to encourage participation (as opposed to mere attendance). Sessions which are informative about developments in the field, as well as practical about how to do it will also continue. Convention activity will be supplemented initially by written communication during the year, and perhaps in the next stage by regional networks for more regular contacts.

At the same time the Division shows potential for becoming the rallying point for those who are constructively questioning and challenging traditional approaches to the delivery of human services, the theoretical premises upon which they are based, and the organization structures (including that of psychology) through which they are implemented. One has only to glance at the natural scene to be aware of the potential for excitement and productivity as well as for divisiveness and conflict in that development.

NIMH Data Source

The National Institute of Mental Health, Mental Health Services Development Branch, has developed a data source, the Mental Health Demographic Profile System, whereby information on specific social and economic variables from the 1970 Census is available for each community mental health catchment area in the U.S. and for each census tract and county. In order to assist facilities in using this data, we are developing a casebook illustrating how demographic data has actually been used to improve mental health services.

We would like to receive information about the actual use of data in the planning or delivery of services. Full credit will be given in any publication to the agencies cited (unless anonymity is desired). Please send examples of uses of demographic data to: Dr. Charles Windle, NIMH, Mental Health Services Development Branch, Room 11-105, 5600 Fishers Lane, Rockville, Md. 20852 or contact Ms. Michele Gabbay, (301) 443-3667.

CHANGE OF ADDRESS

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

Change of Address notice should be sent to APA central office.

ADDRESS LIST

An address list of the members of Division 27, arranged according to state, is available on request from:

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Community or Psychology?

Editor's Note: The following is a letter from Jack Sawyer to Dennis Andrulis, Division 27 Education and Training Committee in response to a questionnaire sent by that committee to many individuals involved with Community Psychology. The questionnaire was designed to gather information for people active in the field on their perception of appropriate educational and training experiences. Jack Sawyer's reply was forwarded by him for consideration for publication in the Newsletter, and we invite comment from our readers.

Dear Dennis P. Andrulis
Division 27 Education and Training Committee

I'm not completing your careful questionnaire because my interests and activities don't correspond closely enough to your concerns to make my responses meaningful. I have not been trained in, nor practiced in community psychology as formally defined.

I have been very interested in lines of thought and action that relate the situation of individuals to the larger community, social, economic, and political context in which we live. This is a minor concern of psychology generally, though perhaps more of community psychology than of any other part of the field.

The aspect I find missing in community psychology—so far as I know it—is community, people working together to strengthen their social bonds, to enjoy each other, to promote their common interest. Community psychology appears to be psychology applied in the community, akin to psychology applied in industry, or the hospital, or the school. It occurs to me now that is probably what community psychology is supposed to be, in the eyes of most of its practitioners. As such, community psychology is to be applied through the various, mostly governmental, programs of mental health, day care, drug, and other social programs.

This approach, of bringing psychology, through various programs, to the community seems to me to enhance further the monolithic power of the dominant culture rather than facilitating the development of community among various people who live or work together. Well, I see, there are really two concepts, one emphasizing psychology, one emphasizing community.

Most of us have come to define ourselves by our psychology, not by our community (i.e., we are professionals, whose skills transcend particular places and times). So it's natural for us to want to continue to be professional psychologists—a role apart—even when, ironically, dealing with problems of community, or, at least, *in* the community. I find a contradiction in trying to deal with community by establishing a separate role.

Yes, I believe that, by in large, factors associated with the development of professions—prestige, income, closely defined standards of membership—have promoted individualism more than they

have helped develop community. I believe that for community psychology not to follow in the individualistic, community-degrading steps of other professions would require a highly conscious and determined effort. It would be a highly appropriate effort, if the field is to truly deserve the name "community."

I started out writing this as a note explaining my not completing the questionnaire. As I went on, I got into attitudes I had not articulated well to myself, or at least to others. Having done so, now, I would like to see if they strike any chords in others, and am sending a copy of this letter to the Division 27 Newsletter, to see if the editor considers these questions appropriate to raise there by publishing this letter.

Sincerely,
Jack Sawyer

Editor's Comments

The Division 27 Newsletter is published four times a year, with the general deadlines for relevant material being October 15, January 15, March 15, and May 15. The intent of the Newsletter is to inform the membership of the Division of the activities and events relevant to Community Psychology. Such information may include special events or conferences, developments within State Psychological Associations, or announcements of honors to Division members, etc. Please send three copies of each article—typewritten, double-spaced, and using a 70 space line. Title and author of the article should be included.

As a consequence of a clarification of the relationship between Division 27 and the *American Journal of Community Psychology*, the Newsletter is not currently accepting brief articles as has previously been the case. Thus the Call for Articles found in the last edition of the Newsletter is now inoperative, and authors of research reports, action programs, etc., are encouraged to seek *Journal* publication for their work.

The Editor welcomes suggestions from recipients of the Newsletter about content, format, and any general ideas about what functions the Newsletter should serve. Correspondence, and all materials for inclusion in the Newsletter, should be mailed to:

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