Using direction-setting to make financial decisions

In these times of very difficult fiscal restraints, your organization remains strong, primarily through careful yet forward-thinking planning and implementation. The questions now are: “How do we move forward? How much fiscal restraint should we exhibit? Should we encourage new directions, the proverbial ‘out of the box’ thinking?” For some of you, the primary question is: “How are SCRA decisions made anyway?”

First, let me describe your SCRA leadership team, the Executive Committee (EC). There are 17 people on the EC, of whom 12 are elected. Ten are voted in by the entire SCRA membership for three year terms (three president positions: elect, current, and past; secretary; treasurer; APA Council representative; three members at large who are responsible for the APA program, for membership and for awards; and a national regional coordinator who is, as the title indicates, responsible for ensuring that there are regional coordinators and for coordinating their activities) and two student representatives are elected by SCRA student members for two year terms. There are another five appointed and liaison members of the EC, including representatives from the Council of Educational Programs (usually the Chair), the Practice Council (chosen by election from among Practice Council participants), the Publications Committee (usually the Chair), and the editors of AJCP and TCP.

The EC meets almost monthly by conference call and in person at least twice a year – at a mid-winter meeting, at the Biennial (in the Biennial year) and at APA. The annual business meeting (and change of leadership based on the elections) takes place at APA. The mid-winter meeting is longer, generally about two days, and a major, required task is passing a budget for SCRA. Anyone who wants financial support from SCRA must submit a budget request through our existing structures, which includes elected EC members, Councils, committees, interest groups.

We met in Washington D.C. for our mid-winter meeting in February 2011 (fortuitously, or luckily, we had scheduled the meeting between major snow storms) and began with a strategic budgeting session. That is, we began with general questions: Where is the organization, SCRA, going? Where do we need to focus our energies and our resources, as individuals, as the SCRA EC and for the organization? We noted that SCRA is a fiscally healthy organization, primarily through the relatively recent acquisition of our journal (AJCP). Thus, we can focus on growth as a general framework to make our energy-based decisions. Through our strategic discussion we recognized the importance of growth for SCRA, particularly in membership. We identified four relevant domains, each representing an area in which we can subsidize proposals and activities that will encourage growth – definitely a positive for SCRA.

1. Academics: This domain includes both undergraduate and graduate programs, and addresses such issues as student recruitment and retention, how to keep students engaged after graduation, and identifying supports that can help the field of community psychology grow;

2. Career and Professional Development Through the Lifespan: This domain focuses on identifying what our early career members need for support,
and how we can encourage and support our members’ productivity throughout their careers;

3. Increasing Relevance of SCRA and Community Psychology:
This domain generally looks at translation from theory to the ‘real world’ in such areas as community-based research to policy and program implementation. For example, how we can facilitate the engagement of our members in making change at a broader level, i.e., through policy and advocacy work;

4. Increasing Visibility of SCRA in APA and Other Professional Spheres: This domain identifies ways that we can represent SCRA and community psychology in other professional activities. For example, we can attempt to find ways for some of our members to participate in APA committees, task forces, and so on.

We used these domains as an overarching framework to ensure that we have a focused and coherent approach in our allocation of resources. Budget requests come from the members of the EC, committees, and interest groups and this year the EC made budgetary decisions taking into account the availability of funds, the actual amount requested, and the match to one of the growth areas as identified in our strategic budgeting session. Just FYI – this year we didn’t reject any requests because they didn’t directly fall under one or more of the domains. Some examples of the decisions and their relevance to the domains are:

• Under the Academics domain, we will provide additional funds for SCRA student research grants;
• Also under Academics, we will be supporting the Council of Educational Programs’ efforts to encourage the inclusion of community psychology in undergraduate textbooks, and efforts to facilitate expanded inclusion of knowledge and skills appropriate for community psychologists in graduate programs;

• Under the Career and Professional Development Through the Lifespan, we will be offering grants (up to $5000) to engage in policy-related research.

• Under Increasing Relevance of SCRA and Community Psychology, we will be supporting a best book award through the Practice Council, and a program of small grants through the Practice Council.

• Under Increasing Visibility of SCRA in APA and Other Professional Spheres, we are supporting the development of a community psychology book series, the improvement of our website, along with our ongoing efforts to increase SCRA member participation in the governance structures of APA. Additionally, our publications committee is exploring the possibility of a weekly eNewsletter.

Although the EC mid-winter meeting reflects the vibrancy of SCRA in the depth and scope of discussions, we continue to recognize that members in a widespread organization such as ours typically feel somewhat distant from the leadership. In part to address that, we plan to expand the EC meeting to include chairs of committees and interest groups at the Biennial in Chicago (more to come on that!).

But you can solve the dilemma of members feeling disenfranchised by becoming more involved – especially by participating in the Biennial Conference in Chicago, June 16th to June 18th. It will be exciting, interesting, and full of networking opportunities.

As always, we want to hear from you – let us know what is working and what needs fixing. It is your organization! Your leadership values your input! Comments, thoughts → email me at oconnp@sage.edu.. ✉
Community Psychology to the Rescue!

I have always been impressed with how immediately willing community psychologists are to step up and volunteer to assist those in need. A recent example of this is the ongoing discussion on the SCRA listerv regarding how we as community psychologists can assist those suffering from the environmental tragedy in Japan -- the earthquake, tsunami, and the nuclear fallout. Thoughtful postings from our colleagues provide a call to action, providing suggestions and encouraging us to come up with our own ideas. Even if we cannot physically be there, just reaching out via e-mail, showing that we care, is also powerful. Like most of us, I am a member of a number of listservs (my subscriptions include those that are psychological, medical, and healthcare administrative) and I can honestly say that SCRA’s listserv was not only one of the first to mention the tragedy, but also one of the few that has maintained a serious discussion thread.

With the inundation of information that bombards us each minute of the day, it is so easy to become numb. All of us may express initial shock and dismay when reading/hearing any type of bad news for the first time, but after a while there is a tendency for it to blend in with all of the other news items unless it is something that has a personal connection. I found out about the earthquake/tsunami seconds after stepping off a plane that just landed in D.C. Like last year, when I was on my way to Chicago for the Mid Winter Meeting, my family and I once again averted a pending tsunami simply by chance. Because there was potential danger to Hawaii and worries about my maternal relatives in Japan, there was a sort of feeling of helplessness since we were away. Text messages from siblings reassured me that all was fine since Hawaii was largely spared (although there was some significant damage to certain areas) and that our relatives, who largely reside in Tokyo, were safe. Now, it is additionally comforting to see the concern shared by community psychologists – once again, just knowing there are people who care can be very powerful.

On an even more personal note, I have experienced the kindness of the community psychology community when...
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INTEREST GROUPS

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

CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families Interest Group facilitates the interests of children and adolescents 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

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

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

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 community psychology can and should play in understanding these urgent changes to our ecology.
Chair: Courte Voorhees, (505) 306-7332

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 SCRAs 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/policy related to LGBT people and communities, and/or who identify as LGBT.
Co-chairs: Richard Jenkins,
jenkinsri@nida.nih.gov
Maria Valente, valent60@msu.edu

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

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

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

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

SELF-HELP/ MUTUAL SUPPORT
The Self-Help/Mutual Support Interest Group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.
Chair: Louis Brown, ldb12@psu.edu
I needed help. I cannot go into detail now, but will share the outcome of a situation in the next issue (decision pending). I have maintained my SCRA membership for over 20 years, ever since graduate school, and have attended Biennials as funding allowed. But, I wasn’t heavily involved in community psychology activities until I became faculty at the University of Hawaii at Manoa in April 2006, five years ago. For those reviewing my cv, my degree in community psychology is what stood out the most. Even though some had never heard of the specialty before, they were very intrigued. Since I work for a community-based medical school, there is a formal and significant focus on working with the community. Therefore, they could automatically see the link and significance.

In our current issue of TCP, there is clear evidence of the impact of community psychology on the lives of many. For example, there are articles on undocumented immigrant adolescents and the struggles they face when transitioning from high school; a description of the junior colleague model for training graduate students; an article on creating a collaborative proposal for climate change research in Tuvalu; a fun postretirement update on Julian Rappaport. I personally enjoyed reading about Dr. Rappaport because although he has no clue about this, he was someone I viewed as a role model when I was in training. I had met him at a Biennial in Tempe, Arizona and I did my very first national presentation with a group of other panelists. I was very nervous, but he and Thom Moore (who were, from what I recall, both wearing T-shirts, shorts, and knee high socks) were in the crowd encouraging me and the other students as well as providing support for our research interests. I just thought it was the coolest thing ever, and the experience has positively impacted the way I mentor my students.

Thank goodness for community psychology and community psychologists. Who needs fictional superheroes when we have the real deal. 😊

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**Book Review**

*Edited by Bradley Olson,*
*National Louis University*

**The Power of Collaborative Solutions**  
*Tom Wolff*

**A Refreshing Vision of What Community Psychology and Collaboration Can Do for the World**  
*Written by Bradley Olson,*  
*National-Louis University.*

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It is common for community psychologists to run into a student, parent/grandparent, or member of a non-for-profit, and try to give a simple and yet meaningful explanation of “community psychology.” Tom Wolff’s book, The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities, provides a good example of community psychology at work. Since reading it, I have found myself recommending it to others on more than one occasion. It is a nice modern exemplar, for anyone, of what our field can do.

The book represents our field clearly to those new to it, but it equally speaks to (and can enlighten) those of us who have been working on these community challenges for some time. All of my very favorite books can reach out to anyone. They are both accessibly written and contain a bounty of practical ideas. The Power of Collaborative Solutions does this.

The focus is, as the title suggests, on the nature and value of “collaboration.” We all know that community psychologists, social workers, legislators, etc. have been well aware of the value of collaboration, at least in theory. Though, The Power of Collaborative Solutions does tell us how to take it further. It tells us how to practice collaboration regularly, and how to use it more extensively, throughout all of our interactions in life, in our communities, and in all the larger systems within which we work. The book is filled with tips, theoretical orientations, and practical tools. One regularly encounters sections of the text and says, “Yes, I’ll have to try that in my next dialogue with X organization. That could be useful.” In fact, an associate and I recently used one of the online tools at a museum here in Chicago. We adapted it slightly, partly to save time, but also for our specific purpose. It worked perfectly - the participants were engaged and they thought the exercise was very useful. What I realized on reflection is that the only tweak I would make the next time would be to drop the adaptations and go back to the original. They are obviously well thought out and thoroughly tested in the field.

The Power of Collaborative Solutions, though, is far beyond an ordinary how-to manual. It takes us from issues of individual psychology to those of families, and is particularly dedicated to making communities more effective. The book is also intent on helping us change ourselves. Even more so, the book is intent on helping us change the whole world, including improving collaboration among nations - not a modest goal. But as is true of the principles of community psychology, the book is as likely to have a powerful impact in the area of self-help as it is in...
improving international relations.

Tom Wolff, the author, is clearly a true believer in collaboration. There is an evident sense of authenticity and efficacy in the book; there is a certainty infused throughout every section of it. That true belief in collaboration is a significant part of the answer to the most serious problems we face, and that sense of efficacy is infectious enough to make the reader believe it, too.

Yet the hope and optimism in the book is nicely balanced with a very critical orientation to our current social systems and approaches. It is filled with the warnings that we need, ones that we cannot hear too many times. We need to be reminded of the dangers of institutionalization, our persistent human tendencies toward victim blaming, and many other traps and biases within the helping professions. But there is hope.

The author’s personal/professional narratives add to the spirit of the book. There are very good community stories in every chapter. Sometimes they came and went so quickly, one wished for a little more on the evolution of the organization’s challenges and solutions over time. But the narratives are illustrative of what good community psychology should do. There is also no holding back on instances where certain decisions failed miserably and where lessons were subsequently learned. The book is definitely after the truth, wherever that truth might be found.

Students will particularly enjoy this text. It can be a nice formal or informal supplement to many courses. Students interested in consulting, coalition building, and community development will find it invaluable. The must-read chapter for students (probably for all of us) is on collaborative community work as “spirituality.” The attention to “spirituality” is used beyond any traditional connotations. Whether one is purely humanist or deeply religious, spirituality, the book argues, is what is too often missing in our community work. The chapter guides us toward bringing a greater life-oriented orientation to the work we do in communities.

Members of community organizations, whether trying to improve their internal functions or build partnerships, can learn much. In particular, The Power of Collaborative Solutions will help guide them in evaluating their own organizations and their organizational relationships. The assessment and other tools are perfectly aimed for helping them work toward change without the need of outside professionals.

I also love lists, and The Power of Collaborative Solutions has no shortage. The succinct presentation of ideas is much of what makes the book so accessible; the ideas are powerful, integrated, original and always on target. So, when I encounter people who inquire about the topic of “community psychology,” what it is, what it does, or why it exists, I have lately been referring them to The Power of Collaborative Solutions. It has some of the best practical and grounded wisdom that shows off what community psychology can achieve. It presents many classic ideas, but many original ones as well. Whether it is for others or for yourself, you can obtain a copy at www.tomwolff.com.

Cultural and Racial Affairs

Edited by Rhonda K. Lewis

Trying to beat the odds: The struggles of undocumented immigrant adolescents during the transition from high school

Written by Rachel Feuer, Bernadette Sanchez, Katrina Davis, and Claudio Rivera, DePaul University

There has been increased attention in the media on undocumented immigrants and much debate about immigration reform. According to the Pew Hispanic Center, there were about 11.1 million undocumented immigrants in the U.S. as of March 2009, which is a decline from 12 million as of March 2007 (Passel & Cohn, 2010). Sixty percent of undocumented immigrants are from Mexico, 20% are from other Latin American countries, and 11% are from South or East Asia (Passel & Cohn, 2010). The number of undocumented children has also decreased during the last decade to 1.1 million in 2009 (Passel & Cohn, 2010). These children are raised in the U.S., become fluent English speakers and acculturate to U.S. society. Some are even unaware that they are undocumented and of the ramifications of being undocumented in terms of their academic and employment opportunities until they apply to college or attempt to enter the workforce (Abrego, 2006).

Unfortunately, the Development, Relief and Education for Alien Minors, or DREAM, Act did not pass the Senate in December 2010, which would have provided access to educational and economic opportunities until they apply to college or attempt to enter the workforce (Abrego, 2006).
a path for children of undocumented immigrants, who were brought to the U.S. before the age of 16, to earn permanent residency, and eventually citizenship, if they fulfilled certain requirements. The criteria are: a) living in the U.S. for at least five years, b) earning a U.S. high school diploma (or the equivalent), c) completing four years at an institution of higher learning or two years in the military, and d) demonstrating “good moral character.”

Much of the negative rhetoric and portrayal of undocumented immigrants in the media revolve around them being criminals, that they unnecessarily burden public service systems and agencies, that they exploit the U.S. economy (Perez, 2009), and that they take U.S. citizens’ jobs, particularly during a poor economy with a high unemployment rate (Espenshade & Hempstead, 1996). However, many of the undocumented immigrant adolescents are the opposite of these negative images (Perez, 2009). Many of the activists in support of the DREAM Act were college students who risked everything they and their families worked for by coming out and informing the public that they too were undocumented immigrants. These smart, hard working students hoped that with the passing of the DREAM Act, they would finally be demonstrating “good moral character.”

While conducting a larger study on the transition from high school among Latino adolescents, we encountered seven participants who were undocumented and revealed their struggles during the transition. In this paper, we aim to show a) the barriers that undocumented youth face in their pursuit of work and education, and b) the resilience and motivation of these youth despite these barriers.

The Current Study

While conducting a larger study on the transition from high school among Latino adolescents, we encountered seven participants who were undocumented and revealed their struggles during the transition. In this paper, we aim to show a) the barriers that undocumented youth face in their pursuit of work and education, and b) the resilience and motivation of these youth despite these barriers.

Method

This exploratory study examines seven adolescents who graduated from an urban public high school, took part in a previous study and agreed to be contacted for the current one. Two participants were male while five were female, and their mean age was 18.71 (SD = 0.49). Six of the participants were from Mexico and one came from Nicaragua. All of the participants reported that they had lived in the U.S. for many years. Three of the participants had attended 5-6 years of school in the U.S., and four had attended U.S. schools for 7 years or more. In fact, at least a couple of participants immigrated to the U.S. before the age of 7.

Informed consent was obtained, and one-on-one in-depth qualitative interviews were conducted at a location of the participant’s choice by one of three researchers. The duration of the interviews ranged from 30 to 120 minutes, and they were conducted in either English or Spanish. Participants were paid $20 for the interview session. Interviews were audiotaped and transcribed verbatim and then transcripts were verified against audiotapes by the research team. All names were removed from the transcripts to ensure confidentiality. A semi-structured interview protocol was used to gather information from participants. The interview protocol began with introductory questions to build rapport and gain a sense of what participants were currently doing (e.g., whether they are working or in school). Next, the interview focused on participants’ experiences in high school and their decision-making about plans after high school. Participants were also asked about their adjustment to life after high school, including any obstacles and social support they experienced during the transition.

Results

The Barriers Created by Undocumented Immigration Status. Being undocumented created multiple barriers during the transition from high school, including the inability to attend or pay for college, inability to enlist in the military, and inability to work. Six participants attempted to transition to college, three participants attempted to enter the military, and three participants attempted to enter the workforce.

Alejandro participated in ROTC throughout high school and planned to join the military, but could not because of his “illegal status in the U.S.” Maribel also planned to join the military, but her dreams were dashed when she was informed she could not serve because of her undocumented status.

I had a very good score. I had very good physical training that I qualified for a Marine but for not having my papers, I wasn’t able to go to the military. I’ve been thinking about going to the military since I was 10.

Six of the seven undocumented youth discussed ways in which their citizenship status served as a barrier to attending college. For example, Francisco wanted to study computer graphics in college, and he believed that if “you don’t have a diploma, you won’t even find a regular paying job.” However, when he graduated from high school, he was unable to immediately enroll in college. Instead he had to “[wait] for my green card since I’m not from here . . . so I can continue with school, ‘cause I need that so they could give me financial aid.” In the meantime he worked at a theater doing “kitchen duties” and “learning how to make stuff, burgers, pizza, all that stuff.” Alejandro also hoped to attend college. He took Advanced Placement and Honors courses in high
school, and he tried to apply for college scholarships. However, he was unaware of any scholarships for undocumented youth, and he was unable to apply for the scholarships he found because they all required a social security number. Without the scholarship money, he was unable to pay for college, and at the time of the interview he was working as a temporary employee at a warehouse.

Isabel and Natalia expressed ways in which their undocumented status impacted both their ability to go to college and their ability to work to support themselves. Both Isabel and Natalia applied and were accepted to four-year colleges, and they each attended school for one semester. However, because they were unable to get federal loans or work legally, their grandmother was unable to fully pay tuition for the one semester, and the sisters were forced to drop out after the semester.

Este semestre no pudimos entrar porque no hemos pagado lo del pasado. Como *** mi abuelita y ya esta mayor, no puede trabajar y somos dos. Esta barata la universidad porque es una de las mas baratas. Pero para ella es un poco dificil, mas aparte los libros. (This semester we were unable to go to school because we could not pay the past one. Because my grandma is old, she can’t work, and we are two. The college is inexpensive because it’s one of the cheapest ones. But, for her it is a little difficult, and on top of that the books.) (Natalia)

Because Natalia and her sister were undocumented, they were unable to take advantage of federal financial aid, and the burden of paying for college out-of-pocket was too much for their grandmother.

Only one participant managed to stay in college by the time we interviewed them. Angela also worked and she paid tuition herself at a non-competitive four year college: Actually I wasn’t even gonna go to college no more because it’s too expensive and I don’t have… I’m not a citizen. I can’t get no help from nobody. So I’m paying out everything for myself… At first when I was in high school I was gonna get two scholarships. I’ll say I got really, really close to getting a scholarship, but because about the social security number, they wanted to see the registration papers and everything. I know I can’t do it, so after that I wasn’t a match for two scholarships.

Resilience and Motivation of Undocumented Latino Immigrant Adolescents. Despite the multiple barriers that these youth faced, six of the seven youth still had aspirations to attend college. For example, Isabel hoped to return to college and study architecture, and Natalia hoped to finish her bachelor’s degree and have a career as a lawyer or in business administration and accounting. Similarly, Maribel still hoped to complete two degrees, one in nursing and one in mortuary sciences. Alejandro and Andrea talked about their aspirations regarding college:

Just cause I know college is much better than just working. And I’ll get better opportunities, so right now I’m working in a warehouse, I mean I have a job, but that’s really I don’t wanna do that for the rest of my life. So I need to go to college. (Alejandro)

Voy a tratar de ver si puedo entrar a [name of institution]… En [name of institution] no me aceptaron y yo realmente queria ir a [name of institution]. Quería “Computer Technology” I’m going to see if I can attend [name of college institution]. [The school] didn’t accept me but I actually wanted to go to [that school]. I wanted [to study] computer technology. (Andrea)

Despite the major obstacles these young people faced, they were still optimistic about achieving their educational and career goals. For Angela, going to college was an opportunity to “have a better life.” She also experienced other stressors, such as witnessing and surviving domestic violence. She thought that obtaining a higher education would give her more options and allow her to have a better life than her mother did.

In addition to having high aspirations and being optimistic, undocumented participants balanced their multiple work and school responsibilities to fulfill their career goals. For instance, Angela was attending a university while working full time to pay for her schooling:

… Tuesdays, Wednesdays, and Thursdays, three days in the week, is when I work part time because of the school. I start school like about 5. Probably like 5 to 8:40 [is when I’m in school]. Friday, Saturday, Sunday and Monday I be attending work. I work the whole day.

Discussion

This exploratory study shows that undocumented youth face multiple barriers in the transition from high school due to their undocumented status. These barriers include the inability to afford college, not being allowed to enlist in the military, and having severely limited job opportunities, which made it difficult for them to pursue their career goals. Despite many barriers to achieving their goals, these youth continued to be motivated to obtain a college, and even a graduate degree. Youth saw college as the only means to achieve the careers they aspired to, and they planned to do whatever they could to finance their education. Participants worked at low-wage jobs in the hopes that they would be able to one day pay to begin or return to college.

The results of this study suggest that changes in governmental policy should be explored. Our current laws prevent bright and competent students...
from joining the military, working to support themselves, and attending college to better themselves. However, until these policies are put in place, this research suggests that undocumented youth would benefit from additional guidance and resources in the process of transitioning from high school. Undocumented youth in this study reported that they were not informed by their college counselors of scholarship or other possibilities for financing their education. Previous research (Diaz-Strong & Meiners, 2007) suggests that undocumented youth often do not confide in teachers or college counselors about their immigration status, perhaps for fear of immigration officials. Given that youth may not open up to school personnel about this major barrier, it is vital that schools make information available to all students about financial resources for undocumented students.

More research is needed in order to hear the voices of young people who wish to make a positive contribution to society, but are prevented from doing so by our policies and laws.

Footnotes

1 Pseudonyms were created to protect the confidentiality of participants.

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The Community Practitioner and Education Connection

*Edited by Susan Wolfe and Jim Dalton*

*Learning Key Competencies For Community Psychology Practice: Leadership, Mentoring, and Supervision*

How can students learn key competencies for community psychology practice? The Practice Group and Council of Educational Programs of SCRA continue to work together to address this crucial question for our field. In this column we focus on Leadership, Mentoring, and Supervision. The Practice Council defined them as: “Motivate, manage, and teach in the context of a supervisory relationship directed toward enhancing the competence of the supervisee. Establish direction and influence and align others toward a common goal, motivating and committing them to action.”

We asked community psychologists (full-time practitioners, faculty, and students) and an organizational psychologist to write commentaries on these skills. We begin with commentary from Jean Rhodes who provides her perspective on mentoring that is based on 20 years of research coupled with her experience as an advisor. In the second article, Greg Meissen and two of his students, Justin Greenleaf and Sharon Hakim, present leadership as a framework for community psychology practice. In the third article, Karina Reyes describes the Junior Colleague Model that she uses to prepare her students for leadership roles. In the fourth article William Neigher and Sharon Hakim discuss their experience as mentor and mentee during a summer internship. In the last article, Barbara Trautlein, an organizational psychologist who teaches leadership workshops as a private consultant, provides guidance for graduate students for how they can take the initiative to develop their leadership skills.

Add your own views! You can comment on these commentaries in the SCRA CP Education Blog at: www.scra27.org/blogs/educationb

The Elements of Mentoring Style

*Written by Jean Rhodes, University of Massachusetts, Boston*

In Not all advisors are mentors, but when an advisor and mentor are one in the same, students thrive. I speak from experience: my undergraduate advisor, the late Professor George Albee, was an extraordinary mentor. His eloquent writing and forceful ideas inspired an intellectual passion in his students like no other professor on campus. I was drawn to him less for support than for his unrelenting commitment to social justice, his sense of humor, and his gently ironic approach to life. But what really grabbed me, and has never let go, was his belief in me. Over time, my sense of self became one of confidence in my skills. But, once discovered, the stage was set. As a community
Leadership as a Framework for Community Psychology Practice

Written by
Greg Meissen, Justin Greenleaf, and Sharon Hakim,
Community Psychology Doctoral Program, Wichita State University

Community psychology has a rich and honorable history of working with disadvantaged and disempowered groups and communities. Over the years the approach of many community psychologists has evolved away from a deficit model to one that capitalizes on strengths and assets. At the same time, few community psychologists have used a community leadership approach that could leverage the assets of community groups and abilities of community members in a more powerful and sustainable manner.

Community psychologists have not discovered contemporary community leadership as there is little in our text books or journals (Ayon & Lee, 2009). It is understandable that community psychologists did not embrace the traditional leadership theory and research that emerged from social psychology as that work focused more on a few unique individuals (i.e., great man theory) who had traits necessary for leadership while most people did not (Segal, 2000). Nor did community psychology embrace the
leadership theories that emerged primarily from business in the 80's and 90's with their emphasis on maximizing personal effectiveness and company profits. The work of Robert Greenleaf around the concept of “servant leadership” also has not resonated with community psychologists possibly due to common misunderstandings of the term “servant.”

As early as the 1930’s, Kurt Lewin (Lewin, Lippit & White, 1939) found that “participative” leadership was more effective, but only in the last decade has community leadership emerged with a vision that everyone can be a leader with an emphasis on collaboration, facilitation, inclusion, use of group process around a shared vision, grassroots advocacy and empowerment. The primary venues for the application of community leadership are local community leadership programs which operate on the philosophy that if more well-meaning people can become involved in the issues that impact their local communities, with a higher level of skill taught in those programs, positive impacts are likely (Putnam, Feldman & Cohen, 2004; Wituk, Ealey, Clark, Heiny & Meissen, 2005). As keynote speakers at the 1999 Biennial Conference on Community Research and Action, Lappe and Dubois (1997) argued that:

*The biggest problems facing Americans are not those issues that bombard us daily, from homelessness and failing schools to environmental devastation and the federal deficit…The crisis is that we as a people don’t know how to come together to solve these problems. We lack the capacities to address the issues or remove the obstacles that stand in the way of public deliberation. Too many Americans feel powerless.* (p. 7)

The perspective that the community is full of potential leaders replaces the assumption that the disadvantaged groups with whom we work are viewed as “the problem” and without leadership potential. A community leadership approach for a community psychologist goes beyond a strengths or empowerment perspective with its explicit focus on leadership development to build skills such as small and large group facilitation, successful collaboration, asking powerful questions based in appreciative inquiry, and developing of a shared vision among those who care deeply about an issue. Approaching groups such as persons with mental illness, single parents, teens and young adults, and citizens from low-income neighborhoods with a framework that they possess strong leadership potential and that part of our work together is sharing useful leadership skills honors them and provides a hopeful context. A number of other useful things begin to emerge, including: 1) leaders are recognized as experts in their community and on the issues involved, 2) the work is done by those most impacted by the issues, and 3) it is less about money and government and more about people coming together around causes that are important to them and their community. Contemporary community leadership is skills-based. It leaves those involved more equipped to continue their involvement, leading to greater sustainability and a larger leadership pool. Often, people want to become involved, but they may not know how or they may need “permission” to get involved or a positive experience when getting started. In their book, “Better Together,” Putnam, Feldstein & Cohen (2004) provide a number of case studies that provide community psychologists examples of what could happen.

**Leadership as a Framework**

Most often, the term leadership is used to describe persons in positions of authority who may or may not engage in “acts of leadership.” Community leadership is not about positional leadership but about leaderful behavior that facilitates positive change. In a comprehensive analysis of leadership, Crawford, Brungardt, and Maughan (2005), concluded that there are several practical leadership behaviors (e.g., collaboration, empowerment, servant leadership) that seem to naturally and logically relate to community
psychology. We propose a framework to conceptualize leadership as a way to approach community psychology practice.

As the framework shows, community psychologists and community partners enter into a relationship together to share leadership. What flows from this partnership is a series of leadership practices that set the foundation for a successful change process. Collaboration can be used to build trust, create norms, and develop partnerships, while helping people and organizations develop strategies, as well as set goals and objectives. Utilizing empowerment and servant leadership approaches, community psychology practitioners can begin to engender feelings of responsibility and involvement, which can provide a foundation for sustainability through stakeholder support and buy-in. Finally, an emphasis on advocacy allows for practitioners to help create change and address issues at a broader level.

This framework identifies several leadership practices that align well with community psychology practice and provides an example of how community psychologists can benefit from utilizing leadership skills. True leadership on the part of community psychologists involves the inclusion of “unusual voices,” treating them as leaders, supporting them by facilitating skills to enhance leadership abilities, and sharing power (Kouzes & Posner, 2002). With an already established goal of working with disenfranchised populations, the field of community psychology is in a unique position to contribute to the growth of trained, competent leaders, working on issues they care about in their communities.

### Training Graduate Students: The Junior Colleague Model

**Written by**

Karina Reyes,

University of Illinois at Chicago

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A very rewarding part of my work as a faculty member of the Community and Prevention Research (C&PR) division of the Department of Psychology at the University of Illinois at Chicago is training graduate students. Early in my career, I developed a specific approach to training such future scholars, a junior colleague model.

Entry into graduate school is often a daunting experience for new students, especially for the crop of young people who are successful enough to secure admission to graduate school. For students. This process of _intellectual collaboration is empowering for students._

study. To take some of the pressure off, I tell new students that if they gained admission to a competitive program then they’ve got what it takes to be successful in graduate school. They’ve proven themselves. The focus now shifts to preparing them to become the professionals we already know they can become. So, I treat them as junior colleagues and grant them entree to as many aspects of my professional life as makes sense. Obviously, they don’t attend faculty meetings or serve on Promotion and Tenure Committees.

Students’ most critical training occurs in the context of my research and eventually, in their own. In our interactions, I welcome students’ contributions and demonstrate my value for their ideas. This process of intellectual collaboration is empowering for students. It is mainly here where they begin to find their voice and confidence and initiate their careers as researchers.

Weekly student research meetings serve as one context for this development. The atmosphere of these meetings is casual, with conversation about what we did that weekend or celebrations of special events like birthdays. In the business part of our meeting, students discuss the status of their research. Advanced students model the research experience for junior students, sharing their struggles, disappointments, and triumphs. As near-age peers, senior students are more effective than me in assuaging junior students’ anxieties. Before long, junior students are contributing to the rhythm and energy of these meetings.

These meetings encourage students’ confidence to contribute in the separate meetings we have that focus on my research projects. Among their varied activities in this context, students help conceive of a research idea. They participate in the grant-writing process, including writing the grant, developing and justifying the budget, gathering letters of support, putting together appendices, and finally, making the hurried run to the appropriate offices for signatures and mailing.

In the C&PR division, the development of a project encompasses activities that are not usually a part of the traditional research process. The cooperation of a research site must be secured. Students thus have the opportunity to develop their professional demeanor, knowledge about how organizations function, and communication skills that make them as facile in conveying complex ideas to professional as well as to lay audiences. Students learn to recruit and gather data from populations that are sometimes difficult to reach. They prepare a digestible product for community participants. On the scholarly end, students proceed to the research dissemination process. They
organize symposia, submit conference proposals, write manuscripts, weather the revise-resubmit process and with publication, they celebrate acceptance into the scholarly community.

Such close collaboration fosters a deep professional and personal closeness among team members and between advisor and student. A graduating student once asked me what was supposed to happen with “us” when she completed her Ph.D. Was that it? Was she supposed to fly completely solo now? Could she ever call on me again for professional and even personal advice? “Anytime,” I said and explained that the successful student-mentor relationship endures, and it isn’t always through regular contact. It also lives on through the skills and knowledge students have internalized from working so closely with their advisor over the long haul of their training.

To illustrate, recently, I received a lovely gift from a former graduate student who today herself is a tenured associate professor. She attached a heartfelt note appreciating the time she spent training with me and how much it has served her in her own role as a mentor and supervisor both with undergraduate and graduate students. “Sometimes when I don’t know what to do,” she said, “I think, ‘what would Karina do?’ and then I know what I’m going to do.” And that is perhaps the most significant way that we continue to live on in each other’s lives.

A Health System Sponsored Practicum in Community Psychology—A Progress Note

Written by
William D. Neigher,
Atlantic Health and
Sharon Marie Hakim,
Wichita State University

“There is nothing as practical as a good theory” (Kurt Lewin, 1952).

“In theory there is no difference between theory and practice; in practice there is.”

Probably why the good Lord created the practicum experience.

This brief snapshot presents a capsule summary by mentor and mentee of an eight-week summer externship in applied community psychology.

Our Goals

Mentor [WDN]: I had the benefit of “lessons learned” from supervising seven year-long post-doctoral fellowships in a previous setting (St. Clares CMHC). Recent changes in my current organization’s mission which reflected community psychology leadership and values, described below, informed the practicum experience. I felt a summer program for a first year doctoral student in community psychology could focus on our challenge of leadership for sustainable, second-order change - bringing this change in mission to meaningful application in the everyday work of our healthcare system.

Mentee [SMH]: Having just completed my first semester of Wichita State’s Community Psychology PhD program, I knew I wanted to do something different with my summer - something that both complemented and tested the concepts I learned in the classroom over the past year. In my search for a summer position, my priorities were to find an externship under someone who identified as a community psychologist and to challenge myself with a new setting. (The field of healthcare brought with it a steep learning curve.) I connected with Bill through the Practice Council, and after several introductory conversations, was convinced that a summer at Atlantic Health would provide me with a chance to both do and observe “applied community psychology.”

The Setting

Atlantic Health, #54 in the 2010 Fortune’s “100 best companies to work for,” is a multi- provider health care system serving northern NJ. In addition to three acute care facilities with more than 1,200 beds, the system includes the second largest cardiovascular program in the NY metropolitan area, a children’s hospital, neuroscience and rehabilitation institutes, and comprehensive cancer centers. This practicum experience was sponsored by the corporate Department of Planning and System Development.

The Context

Atlantic Health had added four key words to its mission statement - “within a healing culture” - in order to express a more expansive adoption of integrative medicine. Defined as more than recovery from illness or injury, this concept embraces the synergies between biological, psychological and spiritual interventions and is aimed at multiple ecological levels of intervention. It includes the dimensions of wellness and health promotion as well, and empowers patients to be our partners in health. The process of implementing this change in mission and accompanying change in organizational culture was an opportunity to apply and share the values and principles of community psychology.

The Players

Mentor and Mentee, along with the
CEO of Atlantic Health, and several stakeholders and gatekeepers (e.g., board members, community members, representatives of the medical staff, employees, volunteers, administrators, etc.) were involved in planning a sustainable change in Atlantic Health’s culture.

The Challenge

To create a meaningful and lasting change to the culture of healthcare at Atlantic Health, one that survives all of the current players and their personal values, we had to create “sustainable, second-order change.” Included in this change is a change in relationships among Atlantic Health, its employees, patients and the communities it serves.

What we did

- Prepare and solicit “buy-in” to community psychology value-infused mission and organizational changes from senior management and Board of Directors.
- Strategically align implementation support within a large, complex healthcare organization.
- Expose Sharon to “in the room” leadership and decision making at each level.
- Co-design pediatric community interventions, geared at health promotion as a first step towards fulfilling this new mission.

What we each learned

Mentor [WDN]: Sharon quickly established credibility for bringing “content” as well as being a “willing learner.” That made her presence at a Board meeting and senior management retreat possible. She could view what she observed, and the interactions with medical staff through the lens of our discipline, and shaped presentation materials to a disparate group of stakeholders - no easy task. It was easy to use her skill set as another staff member, and I struggled to balance learning with helping. Maturity, conceptual and practical knowledge, great interpersonal skills, confidence and willingness to listen are critical success factors for a short practicum experience.

Mentee [SMH]: Applied principles look different than theoretical principles. The changes we as community psychologists work for, the values that we promote, and the discussions that we need to have take place in a larger context, with a diverse group of individuals – a context that might have differing or opposing goals or values. The ability to “sell” community psychology to these individuals and make its ideas and research useful in real world situations is crucial to actually making a difference.

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“Take-aways” for graduate training

Mentor [WDN]: This was my first non- “postdoctoral” student. It was clear during her interview that Sharon would hit the ground running, contributing as well as learning without a long orientation. While healthcare settings were new to her, systems of intervention and change were not. I think in many ways the practicum experience following the first-year of graduate school is a good investment—placing the challenge of community psychology research and intervention into pragmatic context.

Healthcare settings are fertile grounds for future practica, especially in the shadow of legislated reforms that will enhance opportunities for community psychology values and practice.

Mentee [SMH]: For me, working with Bill who primarily identifies as a “community psychologist” was invaluable. All summer, he helped me connect what I was seeing at Atlantic Health to my classroom experiences, to the supporting literature, and to where I wanted to go with my education and eventual career. In terms of the practicum experience, technical training, leadership exposure, and “real world” experience can be acquired in various non-profits and community settings across the country. For me, the real benefit of this experience was working with a fellow community psychologist. ☺
Thank you for the opportunity to comment on the critical competencies of Leadership, Supervision, and Mentoring for graduate students. I am an organizational psychologist by training, was awarded my Ph.D. by the University of Michigan, and for the past 20 years have been an independent consultant specializing in Change Management, Human Resource Systems, and Leadership Development.

I truly believe in the adage, “everyone’s a leader.” Whether you are a graduate student, a tenured professor, a police officer, or a mayor, you’re a leader.

As a graduate student, you have many opportunities to develop your leadership capacity. First and foremost, I would advise crafting your “leadership credo.” As I recommend to my leadership development clients, what is it that you want to be known for? What do you want people to look to you for? What do you want people to say about you when you leave the room? What are the gifts you uniquely bring to the world? Capture your thoughts in a few bullet points or a paragraph, post it, and refer to it often.

Prior to key interactions – with professors, with committee members, with classmates, on project teams – ask yourself how you want to be perceived as leader, and act accordingly. Have your words, your nonverbal, and your entire demeanor reflect your leadership credo.

I was lucky to find my primary mentor during my first year in graduate school. He saw something in me, and even though I had almost no “content skills,” he brought me into some rather high-level engagements from the start. He taught me a lot about what a mentor should be – someone who believes in you and stretches you. Someone who gives you a pat on the back when it’s been earned, and is not afraid to call you out when you perform below your abilities. Someone who helps you integrate your passions personally and professionally, and helps you identify and capitalize on your uniqueness.

If you don’t have a mentor now, seek one out. Or, seek out many. Many people point to a traditional mentor model like I had – a sage older expert mentoring a junior young novice. Reach out to professors, project supervisors, etc. – most would be flattered to be asked to mentor you. However, don’t discount the benefits of non-traditional mentors, such as peers and people from different backgrounds. My mentor was a man and from a different culture of origin – our differences made for an even more enriching relationship. Peers can be great mentoring resources, since they are experiencing many of the same challenges, and may have novel, creative solutions and strategies that speak directly to where you are at right now. And, such mutual mentoring is a wonderful way to build your network of peer support that will serve you well in your future career.

As a graduate student, it’s a perfect opportunity to study the mentors and leaders around you. You can learn as much from positive role models as from negative ones. An early supervisor on a first-year graduate school project obtained a grant and then deferred all responsibility for fulfilling his obligations to three first year graduate students. We had never done a project of that level before, had no idea where to begin, felt lost and unfocused for the duration, and had no way to evaluate the quality of our deliverable. The experience taught me a lot about what I did not want to be known for as a supervisor. Needless to say, he was not a leader, not a mentor, and a supervisor in title only.

Finally, actively seek out leadership and mentorship experiences. I was a Big Sister, and it taught me a lot about giving back to the younger generations and helping get someone off to a great start. I was the student head of Admissions and New Student Orientation for my graduate program starting in my second year. Put yourself out there, be open to feedback, reflect on your successes and failures – adults learn best by doing, and nothing builds leadership capacity like stepping up to a visible, meaningful leadership role.

Graduate school can be intimidating in a lot of ways. Yet, the more we take control of our lives, the more in control we feel, and are. Be intentional about your life and your career. Start today. Everybody’s a leader – you are one now. The only question is, what type of leader will you be?

References


CORRECTED FINDINGS: “Back to the Future Part III”

Written by
Allen W. Ratcliffe,
Community Psychologist, Tacoma, WA

Shortly before the publication of “Back to the Future Part III” in the Winter 2011 edition of The Community Psychologist, I discovered that I had made very significant errors in aggregating and then reporting key data within the “Findings” section for this article on page 14. Unfortunately, that discovery came too late to correct the article.

The errors are mine alone. I apologize to the field and submit the corrected Findings section below:

Our findings suggest that academia has made progress in preparing some community psychologists for certain types of community practice. However, the VP survey data indicate that the highest priority still has been given to preparing students for research- and evaluation-related skill sets. Based on our sample of one hundred forty-six persons responding:

Eighty to eighty-nine percent reported that academic training was available to them in:
- Community-based Applied Research: 87.6%
- Community Assessment and Program Evaluation: 86.2%
- Ecological, Systems, and Community Level Understanding: 84.1%
- Intervention and Program Planning and Development: 82.4%
- Locate, Evaluate and Apply Information: 80.9%

Seventy to seventy-nine percent reported that academic training was available to them in:
- Ethical Professional Practice: 79.6%

Sixty to sixty-nine percent reported that academic training was available to them in:
- Organizational Assessment, Development, and Consultation: 62.5%
- Professional Judgment: 60.3%

Fifty to fifty-nine percent reported that academic training was available to them in:
- Small and Large Group Processes: 54.7%
- Disseminating Information, Communication Skills: 52.8%
- Capacity Building: 52.1%

Forty to forty-nine percent reported that academic training was available to them in:
- Build and Maintain Collaborations: 41.5%

Finally, fewer than forty percent reported that academic training was available to them in:
- Community Organizing Skills: 35.6%
- Leadership, Supervisory and Mentoring Skills: 33.3%
- Resource Development: 33.1%
- Political Advocacy: 28.8%
- Service Delivery Planning and Management: 20.4%

Based upon these corrected data, it appears that community psychology students are consistently prepared to carry out community research and evaluation skills. These corrected findings move the “Intervention and Program Planning and Development” skill set into that list. With the latter exception, however, it appears that community psychology students are inconsistently prepared to carry out community implementation, collaboration, and advocacy activities. Those activities constitute much of the “Action” domain in community psychology practice.

A second area of focus for the survey captured self-assessed “current proficiency” with the skill set. Here the findings displayed substantial variation in the average ratings across the 17 skills and competencies: “none” 4.9%, “novice” 14.5%, “average” 29.7%, “advanced” 27.3%, and “expert/instructor” 23.7%. Community-based applied research had the highest rated “expert/instructor” proficiency at 41.8%, while service delivery planning and management rated lowest in that level of proficiency at 8.4%. With only 51% of the sample feeling their proficiency is above average, the opportunity for continuing education programs seems timely and obvious.

COMMENT: Although these corrected findings did result in some shuffling of the order among listed skill sets, our overall Discussion and Recommendations sections appear to remain valid. I would suggest only that academia strengthen preparation for community psychology practice by expanding upon the “Intervention and Program Planning and Development” skill set when creating the development and intervention tracks recommended
in our original article. Incorporate much more consistent training in the other implementation, collaboration, and advocacy skill sets.

Once again, I apologize for having failed to double check for errors after processing the Value Proposition Survey data for this article. 🌟

Living Community Psychology

Edited and Written by
Gloria Levin, Gloralevin@verizon.net

“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology (CP) as it is lived by its diverse practitioners. For this installment, we depart from the typical approach of covering the full life of the interviewee, instead focusing on the retirement years, to date, of an eminent leader in the field of community psychology.

Featuring:
Julian Rappaport, Ph.D.
Professor Emeritus
University of Illinois,
Urbana-Champaign
Email: rappapor@uiuc.edu

Community psychologists can learn about Julian Rappaport’s background through many publications and presentations. For example, the story of his life, pre-retirement, is recounted in Six Community Psychologists Tell Their Stories (James G. Kelly and Anna V. Song, Journal of Prevention and Intervention in the Community, 28(1/2), 2004), entitled “On Becoming a Community Psychologist: The Intersection of Autobiography and History.” Also, an autobiographical chapter, “I Am Older than my Father,” appears in Pelligrini and Sarbin’s Between Fathers and Sons: Critical Incident Narratives in the Development of Men’s Lives (Haworth Press, 2002). But most of us know little about his life since he retired as an academic from the University of Illinois at Urbana-Champaign (UIUC) in 2004.

For those not familiar with Julian’s biography, a brief summary follows. He was raised in a lower working class family in Philadelphia. His father died when he was five years old, from war related illness; as a survivor, Julian received support for college via the GI Bill. His mother soon remarried. Although she never attended high school, she was determined that her two children would attend college. Julian’s high school counselor was not encouraging, citing his poor grades and standardized test results. But he obtained his bachelor’s degree from Temple University and then entered graduate school, in clinical psychology, at the University of Rochester. He first aspired to be a psychotherapist. “I never expected to be an academic. I wanted to be helpful which, then, meant doing therapy.” However, he found clinical psychology boring. “I didn’t want to spend my life doing therapy.” He was attracted, instead, to the brand new field of community psychology because it provided him opportunities to involve himself in social issues. This was salient because his graduate study spanned 1964-1968, a period of extreme social upheaval of the civil rights movement, the Vietnam War, etc. He was mentored at Rochester by Emory Cowen, a founder of the field of community psychology. Fresh from graduate school, he was recruited to UIUC where he remained on the faculty of the Department of Psychology for 37 years. Julian had married Arlene, his high school sweetheart, early, and by his third year in graduate school, they had their first child, Loren. Their second daughter, Amy, was born when he was an assistant professor at UIUC.

Julian’s scholarly and organizational leadership contributions to community psychology are numerous. He wrote several of the seminal conceptual works for community psychology, providing key paradigms for the new field, beginning with a 1977 textbook, Community Psychology: Values, Research, and Action, followed by key articles on empowerment of community settings and the methodological use of community narratives. In 1986, he won Division 27’s Award for Distinguished Contributions to Theory and Research in Community Psychology, and he served as the third editor of the AJCP (1989-1992). An award of which
he is especially proud is the (1999) Sarason Award for Contributions to Community Research and Action. As a member of the second generation of community psychologists, he also provided organizational leadership, serving as the president of Division 27 and later representing the community psychology division on APA’s Council of Representatives. He was a much sought after speaker around the world but, at UIUC, was a valued mentor to scores of community psychology students.

Throughout his academic career, Julian had observed more senior colleagues approaching their retirements. In particular, he remembers the career arc of a distinguished colleague, Dr. Hobart Mowrer, whom he first met during his recruitment visit to UIUC. Dr. Mowrer was an extremely accomplished psychology professor. Although many on the UIUC psychology faculty then were among the most eminent psychologists in the world, according to Julian, Dr. Mowrer was one of the greatest psychologists of the 20th century, having made significant intellectual contributions across a broad range of fields, from experimentalism to humanism to spirituality. Julian remembers: “When I returned home from the recruiting visit, I told my wife that if I lived 1,000 years, I could never begin to approach his contributions.” And yet, Julian noticed, over time, a steady diminution of Dr. Mowrer’s clout in the department and increasingly, fewer people had even heard of him. “That was a wake-up call for me -- that whatever fantasies we may have about our being remembered are not realistic. That argued for my living a balanced life so my work would not define my whole life. I believe in doing a good job but not staking my whole identity on it.”

Possibly his most jarring awareness of (a far-off) retirement came when he received his first UIUC paycheck and spotted an 8% deduction for retirement. “I howled: ‘Do I have to participate?’” (About halfway through his career, he began contributing to a 401(k) investment program, to supplement his eventual university pension.) “Otherwise, I didn’t think much about retirement early in my career.”

The timing of his retirement was strictly his choice. That is, once he had “maxed out” (having attained enough seniority to retire at 80% of his full salary, averaged over the prior 3 years), there was no compelling financial incentive to leave at any particular time. He feels fortunate to have been in a defined benefits retirement plan, “an option that may no longer be available to newer hires.”

Five years before his actual retirement, Julian and Arlene began to discuss his retirement. “Contemplating retirement was difficult at first, because I was still healthy, physically and cognitively, and had a high energy level. However, it just felt as if 37 years would be the right time.” He believes that senior faculty should make room for younger faculty to begin exercising control over the organization. “It’s healthy for an organization to turn over power. When senior people hang on too long to their accumulated power, it’s hard to make organizational changes.”

Once he made the decision to retire and learned what that would entail, he was emotionally ready. Surprisingly, “We gave ourselves plenty of time to think and plan, so the transition to retirement was very smooth.”

Arlene was the more reluctant partner. Her identity, through much of her life, had been focused on being the wife of a college professor. Her family never encouraged her to attend college, and she had been happy to be a wife and mother. “We have been together since we were in high school in Philadelphia; my life since then had been identified with a university — at college, graduate school and then as a professor.”

On the other hand, after Julian had obtained tenure and was committed to stay in Champaign, Arlene began to establish her own professional identity. She (then in her late 30s) enrolled in college, obtained a degree in art, and taught full time at a school for troubled children. They decided not to retire at the same time so they could ease into their retirements independently and on their own schedules. Arlene retired a year after Julian. “We gave ourselves plenty of time to think and plan, so the transition to retirement was very smooth.”

This smooth transition was dependent, in part, on Julian’s ability to care for himself and the house. Years earlier, when Arlene enrolled in school, he had assumed more responsibility for the household and their children’s care – the flexibility of an academic life made that possible. When Arlene retired, she became actively involved in volunteering at a school for severely (physically) challenged children, something she long wanted to do because her own sister had cerebral palsy. They have continued to share their domestic responsibilities.

The Rappaports eagerly anticipated spending more time with their daughters, sons in law and grandchildren. Their oldest daughter, Loren, has two children and visits Urbana frequently from her home in Chicago (3 hours away) where she works for a large corporation in human resources. (Her husband is a police officer in Urbana.) Their younger daughter, Amy, who has a degree in school social work, is married to a computer teacher at UIUC and has two children. Their lives are closely interconnected, with daily contact. And having a computer expert son-in-law nearby to trouble-shoot home computer...
Julian announced his intention to retire three years before the target date. This signaled that he would not be taking on new graduate students and also alerted graduate students working with him of a finite date for his retirement, so they would have to begin searching for other financial support (not dependent on his obtaining more grants) or to finish their degree. The 3-year notice also gave sufficient time to his colleagues to begin planning to find his replacement.

Meanwhile, his UIUC colleague, Mark Aber; his former student, Ken Maton; and his former colleague and life-long friend, Ed Seidman, decided to seek funding from the American Psychological Association's Science Directorate to organize a conference, a festschrift, to honor his career. Julian had attended and participated in prior festschrifts, including for Emory Cowen and Seymour Sarason — so when it was announced that he was to be so honored, he was tremendously touched. "I was completely bowled over; in fact, had I realized how great it would be, I would have retired earlier!" The resultant symposium was scheduled on the day preceding the start of SCRA's 2005 biennial conference, which was hosted that year by UIUC and organized by his department colleagues, Mark Aber and Nicole Allen. That timing enabled a very large audience to attend. Papers were delivered by a dozen presenters, and a dinner hosted by UIUC followed. The papers presented at the festschrift (plus a concluding chapter written by Julian) have been gathered into a volume, just published (2011) by the Oxford University Press - Empowering Settings and Voices for Social Change, edited by Mark S. Aber, Kenneth I. Maton and Edward Seidman. The royalties of this volume will be donated to SCRA.

"My transition to retirement has been very natural, mostly because, living in a college town, everything is easily accessible and the network of relationships is very dense."

Julian holds the status of an Emeritus Professor. This designation is not automatic for retired faculty but must be applied for and approved, in his case by his department, the Dean and the Board of Trustees. However, "given the time I had given to the university and the contributions I had made, I would have been deeply insulted had it not been granted." In addition to being an honorific, emeritus status confers several specific benefits. In a formal sense, it allows him to continue to claim an institutional relationship with the university. For example, if he chose to do so, he could apply for a grant under the university's sponsorship. He still has an office in the department (although he moved to a smaller office since he occupies it less frequently) and has access to clerical and other supportive services. In a less formal sense, having emeritus status allows his photo to appear on the department's website, and his photo is hung at the lobby entrance to the department. "My department is a very supportive environment, with nice and very smart people. Actually, I'm now doing much of what I did when my money was coming from the University (vs. now, from the State retirement system)."

"In general, I can be as involved as I want in my department." After retirement, he served for two years on the search committee for his replacement. He also became interested in the origins and history of the department's clinical/community program, dating back to 1898. "I guess, as you grow older, you get interested in history." After conducting archival research in the library, he produced an outline of the program's development and gave a few talks on it.

Julian usually attends the department's informal seminars on Fridays, when current community faculty and students present their current work or ideas, saying he likes to know what students are thinking. Since he subscribes to the department's email listserv, he routinely sees departmental notifications. However, he does not weigh in on these discussions of the organizational business of the department "since I'm not subject to the consequences of the decisions."

Although he continues to serve on a few dissertation committees, Julian acknowledges missing the close contact from working with graduate students — "the process of thinking of a problem together and then strategizing about how to address it. I learned so much from these students over the years." He explains that for the latter third of his career, he only taught graduate seminars, so long ago had stopped any undergraduate lecturing. On the other hand, he expresses relief not to be responsible for generating financial support for graduate students. (Another responsibility he does not miss is preparing an annual report of his activities, by which he used to be evaluated and paid).

Other than having less involvement with graduate students and no longer doing empirical research, he's continued most of his pre-retirement activities outside of academia. "My transition to retirement has been very natural, mostly because, living in a college town, everything is easily accessible and the network of relationships is very dense." Arlene and Julian became actively involved in the local community upon their arrival from Rochester, when he completed his doctorate. Throughout his academic career, he remained deeply involved.
in his community, organizationally and politically, and continued these grassroots relationships into retirement. He has retained his interest and commitment to local school reform, for example.

Long involved in a local healthcare advocacy organization as a citizen, after retirement, he agreed to a political appointment to a 5-year term on (and subsequently to serve as president of) the Board of the Champaign County Health Department. Coincidentally and felicitously, his former UIUC community psychology colleague, Thom Moore, at the same time was serving on the county’s mental health board, so they were able to collaborate so as to institute closer relations between health and mental health service systems. Julian notes that his retirement allowed him to devote enough time to this responsibility to do justice to the complexities of this position. He learned a lot and is proud of the accomplishments made during his tenure on the Board.

He takes advantage of opportunities for a high level of intellectual stimulation, which is readily accessible in a college town. In addition to Julian’s membership in a long-established men’s bookclub, he and Arlene have started a new activity, participating in the local Osher Lifelong Learning Institute, a national network of peer-led, university-based educational centers for adults over 50 years old. There they take 8-week classes, in areas about which they have little knowledge — the human genome, opera, etc. Also, mostly through his wife’s interests in the arts, they attend events at the local performing arts center and museum, and they attend talks of visiting speakers on campus.

Another continuing community connection revolves around their membership and active engagement in a community church. Their friendship with the (“very bright”) minister spans 35 years, and Julian served a few terms on the church’s governing council. Although Julian and Arlene are Jewish and observe Jewish holidays, they have found this nondenominational, multicultural Christian church to be a good fit for their spiritual life. They participate in the church’s social outreach, are regular attendees at Sunday services, and receive additional spiritual sustenance and fellowship through small group discussions.

Yet another post-retirement activity involved canvassing for Barack Obama’s presidential bid in Indiana (“Illinois I’ve always thought that, other than starring in the NBA, a professor’s life is the best possible.”) already having been locked up”). “I was very excited about Obama and wanted to be part of the campaign so knocked on doors. It was a matter of listening to and caring for people. The young campaign leaders knew what they were doing. I was not the guy in charge, nor did I analyze it in an abstract way, like a theoretical paper. It was on-the-ground work, but not so different than the years of civic work I had experienced in Champaign.”

Julian decided, early on, not to pursue income-producing activities in retirement, so with only a few exceptions, has systematically turned down invitations that would generate income. He has been able to live on his retirement income. “I feel as if I’m independently wealthy -- not that I have so much money but rather that my income allows me freedom to pursue my interests without worrying about finances. This is reminiscent of early scholars who earned almost nothing but lived off of their inherited family money. I’ve always thought that, other than starring in the NBA, a professor’s life is the best possible.”

Although many retirees partake of extensive foreign travel, Julian now turns down invitations that he probably would have accepted before his retirement, preferring to stay close to home. He explains: “I had the opportunity to do foreign travel a lot, probably too much, when I was employed, and my wife accompanied me on many of these trips. While I had to ‘sing for my supper’ by giving lectures, we got to visit a lot of places and meet a lot of nice people.” Once he retired, travel lost much of its appeal, with the exception of visiting warm climates in the dead of Winter, a happy advantage of retirement. Most notably, in 2010, he fulfilled a dream by seeing the Phillies at their Spring training camp in Clearwater, Florida, and in January, the Rappaports abandoned the cold Midwest to vacation in Barbados.

He is (“knock on wood”) very healthy so has not yet experienced the “downslope of life.” When he turned 65, he was enrolled in Medicare, which became the primary payer for his medical expenses.

In summary, Julian considers his retirement to be ideal — a strong marriage, children and grandchildren nearby, living in the intellectually and socially stimulating environment of a college town with no financial worries, and good health. Having noted the unhappiness of former colleagues whose identities were overly tied up with their work, he recommends building up other parts of one’s life before deciding to retire. “Think twice about the timing of your retirement until you have achieved more balance,” he advises.

This column typically ends with the question: “What do you feel has been (or will be) your lasting contribution to community psychology?” Julian regards his legacy to be the graduate students with whom he has worked who have, themselves, become professors, training new generations of community psychologists. He feels that his
students – “the sheer number of them, the human contacts” – are his most lasting professional contribution. He also feels fortunate to have come along at the right time, when the field of community psychology was new and he had the opportunity to contribute to the field’s foundation. Nevertheless, while he appreciates the widespread acceptance of his theoretical contributions, he believes the field is more carried forward through people.

**Regional Update**

*Edited by Susan Dvorak McMahon, smcmahon@depaul.edu*

We’re looking for new first-year SCRA regional coordinator in all regions. Regional coordinators serve for 3 years and are non-student SCRA members who assist with membership recruitment, communication, and organization of local SCRA-related activities. International Regional Liaisons also serve for 3 years, organize community psychology activities and serve as links between SCRA and their respective parts of the world. If you are interested or have any questions, please contact me at smcmahon@depaul.edu or a Regional Coordinator from your region (contact information below).

We would love to have you join us as an International Regional Liaison. All regions welcome, including Latin America, Canada, Australia/New Zealand/South Pacific, Europe/Middle East/Africa, and Asia.

In terms of the U.S., we especially need representation in the Southeast and the Southwest, and we welcome anyone interested in getting more involved in any region. This is a great way to get involved in SCRA.

**Southeast, U.S.:**
Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

**Southwest, U.S.:**
Arizona, Arkansas, Colorado, Idaho, Montana, New Mexico, Oklahoma, Texas, Utah, Wyoming

**Northeast, U.S.:**
Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Washington DC

**Midwest, U.S.:**
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

**West, U.S.:**
Alaska, California, Hawaii, Nevada, Oregon, Washington

**Southeast Region, U.S.**

Regional Coordinators
*Sarah Suiter:*
Sarah.Suiter@centerstone.org

Student Coordinators
*Lindsey McGowen:*
lindseycm@hotmail.com

*Angela Cooke:*
cookeangela@hotmail.com

**News from the Southeast**

*Written by Sarah Suiter*

SCRA members in the Southeastern Region are making renewed efforts to grow their membership, expand their leadership, and generate connections among scholars who are engaging communities to promote health and well-being. In the coming months, the Southeast Region is seeking to add two regional coordinators and two student coordinators. (If you are interested in serving SCRA in any of these positions, please contact Sarah.Suiter@centerstone.org). Along with creating a member directory and planning a member survey, we are designing strategies to better connect our members in order to highlight their exemplary work. Two particularly creative examples include From Social Work to Civic Action in Columbia, South Carolina, and the Duke Clergy Health Initiative in North Carolina.

**From Social Work to Civic Action**

Darcy Freedman and Ron Pitner from the University of South Carolina School of Social Work recently designed and facilitated From Social Work to Civic Action, a project that combines photography and participant storytelling to highlight life in Columbia’s Waverly community. For the project, Drs. Freedman and Pitner recruited participants, equipped them with digital cameras, and charged them with documenting the strengths and concerns of their community. Through over 50 hours of preparation, reflection, and discussion, each artist created photos with corresponding titles and captions that reflect their community. The researchers and participants combined their work to create an exhibition, which is now on display at the McKissick Museum. This exhibition is just one outcome. A second is to empower contributors to engage in future community-based change opportunities. A third is to provide viewers with a comprehensive and critical understanding of community concerns through an exploration of the realities of life in a public housing community.

**Duke Clergy Health Initiative**

Rae Jean Proeschold-Bell is busy
launching a four-year intervention study designed to improve the health of United Methodist clergy. With generous funding from The Duke Endowment, the Duke Clergy Health Initiative was formed in 2007. One of the team’s first studies found that United Methodist obesity rates are 41% in North Carolina, compared with 29% for non-clergy peers. Hypertension, diabetes, asthma, and arthritis rates are also higher for clergy. In response, Rae Jean and her team created Spirited Life (www.spiritedlife.org), which is a 23-month intervention that combines weight loss and stress management programming, imbued with the theology of incarnation. This programming is tied together by monthly health coaching. Over 1,100 United Methodist clergy enrolled in November and were randomized to three groups to build in a waiting control group. The intervention launched in January. In addition to hoping for improvements in clergy health, this is the first-ever randomized study to combine weight loss with stress management, and one of only a handful underway that intervene on weight loss for longer than 12 months, with the hopes of sustaining weight loss.

As a community psychologist, working with clergy is fascinating, as they are embedded in their denomination systems, churches, families, and personal beliefs. If you’re interested in paper writing or being involved, email Rae Jean at rae.jean@duke.edu. ©

Northeast Region, U.S.

Regional Coordinators
Anne E. Brodsky: brodsky@umbc.edu
Lauren Bennett Cattaneo: lcattane@gmu.edu
Michele Schlehofer: mmschlehofer@salisbury.edu

Student Coordinators
Samantha Hardesty, UMBC: hardest1@umbc.edu
Amaris Watson, Salisbury University: aw55082@students.salisbury.edu

News from the Northeast

Greetings from the NE region, where our northern members have been socked with more snow than any community deserves (71 in. was the winter total in Boston as of Feb. 16), and Baltimore/Washington region is feeling quite lucky to have not repeated last winter’s blizzard conditions (54.9 in. was the winter total). By the time you are reading this, however, we are hoping to all be enjoying spring.

Speaking of spring in the northeast, March 11 was our big day of programming at the annual Eastern Psychological Association (EPA) conference in Cambridge, MA. We once again heard great presentations from practitioners, faculty and students as well as enjoyed a chance to catch up informally at the social event at a local restaurant after the conference. Our keynote speaker was Katya Fels Smyth, Founder and Executive Director of the Full Frame Initiative (FFI). FFI leverages the power of networks to increase the likelihood that people and communities who are failed by mainstream services have access to interventions that work. Katya publishes, speaks and provides consultation to practitioners, funders and policy makers on the design, implementation and evaluation of programs to assist highly marginalized populations. Katya was a Social Entrepreneur in Residence at Clark University for three years and is currently a fellow of the Eos Foundation. She is a member of the Massachusetts Governor’s Council to Address Sexual and Domestic Violence, co-chairing its systems-integration committee. Katya graduated with honors from Harvard and holds an honorary Doctorate of Divinity from the Episcopal Divinity School.

If you’d like to get involved as a NE Regional Coordinator, we will be looking for new first year coordinators for the 2011-2012 year. Please contact any of the current coordinators for more information. ©

West Region, U.S.

Regional Coordinators
Maria Chun: mariachu@hawaii.edu
Regina Langhout: langhout@ucsc.edu
Joan Twohey-Jacobs: jtwohey-jacobs@laverne.edu
Dyana Valentine: info@dyanavalentine.com

Student Coordinator
Danielle Kohfeldt: mkcal1@yahoo.com

News from the West

Written by Danielle Kohfeldt

The network of Bay Area community psychologists and colleagues from other fields with interests in community-based research and intervention continue to meet once a semester for an informal colloquium. The Spring Colloquium will be held April 29th at UC Santa Cruz. Cindy Cruz, Assistant Professor of Education at UC Santa Cruz, and Michael Eccleston,
graduate student in Social Psychology at UC Santa Cruz, will be speaking about their work. For those interested in attending and/or presenting at future colloquia, please contact Danielle Kohfeldt or Gina Langhout (see emails below). The goal of our network is to provide a forum to informally discuss work in progress, network with other community practitioners, and provide an exchange of ideas related to community intervention work. The larger group meets twice a year while encouraging smaller groups to form around particular interests. If you would like to be on our mailing list, please email Danielle Kohfeldt (dkohfeld@ucsc.edu) or Gina Langhout (langhout@ucsc.edu).

Midwest Region, U.S.

Regional Coordinators
Ray Legler: rlegler@depaul.edu
Lisa Walt: lwalt@depaul.edu

Student Coordinators
Todd Shagott: tspagott@wichita.edu
Robert Gutierrez: rgutierrez@depaul.edu
Abigail Brown: abrown57@depaul.edu

Australia/New Zealand/South Pacific

International Regional Liaisons
Katie Thomas: katie.thomas@curtin.edu.au

International Regional Student Liaison
Kendra Swain: kendra.swaine@gmail.com

Advocacy and Australian Law Reform: The Community Psychology Contribution

Written by Katie Thomas

Community psychologists have recently been heavily involved in petitions to the Australian government for Law Reform in relation to Family Law and Violence. In consultation with Ms. Heather Gridley, Manager of Public Interest for the Australian Psychological Society, community psychological perspectives were integrated in the national position paper submitted to the Federal government and numerous individual community psychology individual submissions were also made. In Australia, “intimate” relations rank the highest for violence and murder risk for females. Fifty-four percent of all Australian women murdered are killed by their current or former ‘intimate partner’ and this rate is 74% for Indigenous women. Almost 60% of Australian women experience violence over their lifetime. The contradictions and paradoxes inherent in Australian culture are illustrated in the fact that globally, we are ranked number one in educating women, but 40th in employing them. In the ASX 200 only 49% have one female board director, compared to the US with 88%, UK with 76%, and South Africa with 62%. Over the past five years, the number of women in executive feeder positions for CEO and board positions actually decreased in percentage from 75 percent to 5.9 percent. Women are overwhelmingly the primary caretaker in the early years and experience the full social and economic ramifications of this unpaid labour.

In Australia, young families are the most likely to break up, with half of them having a child under 3 and only 7% having children older than 12, with the overwhelming majority of primary caregivers during the early years, more than 95%, being the mother. During the conservative insurgency, John Howard, in a behind-the-door, handshake move between himself and the politically powerful men’s movement overthrew rights of mother and child in a dismembering of Family Law and enforced a 50:50 split of children after a relational breakdown. This move drastically reduced male financial child support obligations. In the context of the Australian female contribution of unpaid labour during early childhood and subsequent low earning and career capacity this has meant many mothers and small children in duress and poverty. In addition, these law changes created an avenue for violent men to continue abuse of partners. It has resulted in situations where breastfeeding babies are forcibly taken from the mother and where children are sent on access with physically and sexually violent
adults as the courts have been unable to act in the best interests of the child. Community psychologists welcomed the opportunity to make a submission to the Australian government and to contribute research relating to the family law system and family violence and to ensuring protection from violence. The submission included research highlighting the community and complex issues to be considered for effective handling of family violence across the Family Law system including the problems in intersection of state and federal systems and the individualized focus of much professional training. The primary consideration of protecting children from harm, and the extensive evidence documenting safety, attachment and care as core for child wellbeing was also highlighted. It is hoped that the submissions will result in amendments to the Family Law that will support the implementation of ecological, community and systemic frameworks conducive to child wellbeing.

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School Intervention

Edited by
Paul Flaspohler and Melissa Maras

Greetings from the School Intervention Interest Group!

In the spirit of Green’s 2008 request of the field on behalf of public health (AJCP, 41), the article featured in this issue highlights the potential contributions of Community Psychology to PK-12 teacher preparation programs. The authors describe the current need for better educator training in school mental health and identify ways Community Psychologists in higher education can help prepare future teachers to support the healthy development and school success of all young people.

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Onsourcing Community Psychology to PK-12 Teacher Preparation Programs

Written by
Melissa A. Maras,
University of Missouri and Karen J. Weston,
Columbia College

Unlike other professions, teaching requires individuals to assume full responsibilities of the profession on day one of their entry into the classroom with the expectation that they will perform equally to experienced teachers regardless of the challenges that may exist (Killeavy, 2006; Cochran-Smith, 2005). New teachers must be as adept as experienced teachers in recognizing and addressing both academic and non-academic barriers to learning, in creating a positive classroom climate, in cultivating relationships with parents, and ensuring that students across a wide range of abilities are meeting their academic potential. Yet the training that pre-service teachers receive is primarily relegated to teaching academic content to “typically developing” children, with little exposure to managing difficult behaviors and fostering children’s mental health and well-being.

Yet the training that pre-service teachers receive is primarily relegated to teaching academic content to “typically developing” children, with little exposure to managing difficult behaviors and fostering children’s mental health and well-being. It is by now well-established that the incidence rate of serious mental illness among children and adolescents is between 5% and 9%, with less serious, but nonetheless life-impacting, mental health concerns affecting another 10% – 20% of this age group (Duchnowski, Kutash, & Friedman, 2002). School is often difficult for these children: They report being unhappy at school more than their friends, are absent more often, and are three times more likely to be suspended or expelled (Blackorby & Cameto, 2004). The less serious behavioral difficulties that can result from underlying emotional problems often lead to significant disruption of classroom instruction and poor classroom climate, and the increasing number of students who present with significantly challenging behaviors are of particular concern to educators (Rollin, Subotnik, Bassford, & Smulson, 2008). The research on academic engagement is clear about the connection between negative behaviors, classroom environment, and low school performance, as these barriers diminish the capacity of children to learn and benefit from the educational process (Fredericks, Blumenfeld, & Paris, 2004; Rones & Hoagwood, 2000). Yet, evidence-based strategies for facilitating the success of these students—who may need differentiated approaches
instructionally, socially, emotionally, behaviorally, and in some cases even physically—are rarely a part of a teacher’s preparation (Burke & Stephan, 2008; Lechtenberger, Mullins, & Greenwood, 2008; Weston, Anderson-Butcher, & Burke, 2008).

Several large-scale survey studies indicate that less than half of teachers receive professional development training on addressing the needs of students with disabilities or on classroom management either during their professional training program or in the last 12 months (Begeny & Martens, 2006; Parsad, Lewis, & Farris, 2001; Rollin, Subotnik, Bassford, & Smulson, 2008). Teachers also suggest they are often too busy managing behavior problems to identify mental health concerns among their students (Williams, Horvath, Wei, Van Dorn, & Jonson-Reid, 2007). Not surprising, teacher attrition is high, particularly within the first few years of teaching (Leukens, Lyter, & Fox, 2004). According to Murray (2005), “One element that is largely missing… is a full appreciation of how the social-emotional climate in classrooms and schools influences new teachers' attitudes toward work and career decisions” (p. 6). In sum, inadequate preparation results in teachers becoming a hidden casualty of what some refer to as the “defacto” mental health system.

Teachers are in a unique position to serve as “first responders” in comprehensive school mental health, as they spend a significant amount of time with their students and often develop key relationships with families and community members. The sustained presence of a caring adult has been identified as a critical indicator of social, emotional, and behavioral health (Henderson & Milstein, 1996; Stormont, 2007). Among the types of support teachers can provide, students seem to rely most on their teachers’ emotional support: This type of support has been found to be the best predictor of academic, social and behavioral outcomes (Malecki & Demaray, 2003). Teachers should be equipped to facilitate supportive classroom environments that will lead to positive student outcomes and foster the necessary conditions to keep them in the field. The ideal point of intervention to avoid the costs associated with such missed opportunities is through teacher preparation programs and with pre-service teachers.

Regrettably, many teacher preparation programs are not well-designed or well-equipped to meet the expanded training needs of future teachers related to school mental health. Programs lack a systematic framework to develop teacher competencies related to children’s mental health, and although teacher educators have substantial expertise in other critical areas of teacher preparation, they lack the expertise to develop and implement school mental health curriculum. Teacher preparation programs must evolve and community psychologists (CPs) are qualified and ideally positioned to empower teacher educators and facilitate that change. As faculty within higher education, CPs have unique competencies that complement the skills of the teacher educator. Experts from both fields take a systems perspective when looking to prevent problems and when intervening for large-scale improvements. The applied research philosophies of both professions are easily aligned, as both experts are trained to use action and participatory research methods. Perhaps most important is that the CP and the teacher educator share the same overarching goal to improve the lives of children.

Given the natural fit of CP and education, a unique role for CPs in school mental health promotion could be developing collaborative models of co-teaching and cross-training within teacher preparation programs to better prepare pre-service teachers to meet the demands of today’s classrooms. Borrowing from business terminology, CPs could “onsource” their skills to schools of education. Similar to the concept of outsourcing, “onsourcing” denotes the subcontracting of a specific job from one entity to another, but onselling occurs within a close working relationship between the two entities. CPs could onsource to education by:

1. Creating new models for teacher preparation programs. CPs have content area expertise as well as the facilitation skills necessary to guide the creation of new models for teacher preparation programs. By partnering with teacher educators to assess their local needs and resources, investigate best practices in teacher education, implement homegrown innovations, and evaluate and improve programming, CPs can help create effective and responsive frameworks that fully prepare future teachers. CPs offer system-level insights that complement the expertise of teacher educators on how to balance content and process. That is, similar to teaching in a PK-12 classroom, what is being taught is at least equally as important as how it is being taught. CPs offer important expertise in resilience, risk/protective factors, and the influence of social/cultural factors on healthy development and school success, as well as valuable perspectives on how to engage and empower future teachers so that...
they may engage and empower the young people in their classrooms and develop a healthy, supportive classroom climate.

2. Co-teaching pre-service education courses. CPs could also fulfill important teaching roles in improved teacher preparation models. An example would be to co-teach a course on collaborating and communicating with families, a course that is becoming more prevalent in teacher preparation programs and one that should probably be required of all who go into the field. In addition to developing pre-service teachers’ competencies surrounding strength-based approaches to partnering with parents and other caretakers, such a course could emphasize connections to community resources and navigating cross-disciplinary challenges. Most teachers must take a human health course, and CPs would be ideal partners to prepare teachers for health and mental health promotion and universal prevention. One important function of such a class would be to equip students with a broad understanding of the research-to-practice gap in promotion and prevention so they can enter the school building as knowledgeable advocates for evidence-based practices and best practice processes.

3. Co-directing cross-training practicum. CPs could contribute their expertise in community-based training and service-leaning, and this might involve teams of pre-service CPs and teachers working together in classrooms to apply related coursework. Not only would team members learn from one another, but children and teachers in partnering schools would benefit from additional supports and direct access to state-of-the-art practices. Moreover, schools may increase their capacity to provide a continuum of mental health services through the interactions and shared learning opportunities among teachers, practicum students, and faculty.

**CPs, with their dual mission of health promotion and social justice, are well-suited to onsource their expertise to teacher preparation programs.**

supervisors. CPs are well-equipped to help foster mutually beneficial relationships among university and school partners to facilitate research, practice, and training.

**Conclusion**

The current gap in teacher education for school mental health unmistakably has a negative impact on schools, teachers, and students and interferes with a commitment of quality public education for all. Enacting the ideas discussed above will require persistence among CPs and teacher educators and challenge business-as-usual in institutes of higher education. However, teacher education programs can no longer operate in silos given the sizeable number of teachers who leave the profession within the first few years of teaching and the responsibility of schools to bring a large number of children with mental health concerns to academic proficiency. CPs, with their dual mission of health promotion and social justice, are well-suited to onsource their expertise to teacher preparation programs.

**References**


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**Social Policy**

*Edited by Judah Viola*

The Policy Column will be returning to the TCP starting in the Summer 2011 Issue. This column will include a section for updates related to the policy committee and overall policy efforts of SCRA as well as a section for articles highlighting projects conducted by SCRA members and policy issues relevant to community psychology.

If you have an update or are interested in writing a policy-related article to be featured in the column, please contact the new policy committee chair and column editor - Judah Viola at judah.viola@nl.edu.

**Brief Policy Committee update for Spring, 2011:**

1. We resumed monthly conference calls in March to re-energize the membership, set goals and coordinate our efforts.

2. The ad hoc “SCRA Policy Task Force” is working on a number of initiatives to help institutionalize and build infrastructure within SCRA for policy work. Two exciting projects include but are not limited to: (A) developing a new SCRA policy grant initiative (that has been approved and funded via the SCRA Executive Committee), and (B) exploring possible partnerships with the Society for the Psychological Study of Social Issues (SPSSI) and the APA public Policy Directorate.

3. There will be a preconference training at the 2011 Biennial Conference in Chicago on “Doing Policy Work as a Community Psychologist” see: http://www.scura27.org/biennial/2011_chicago/preconference for more details.

4. There will be a number of innovative sessions, presentations, and roundtable discussions, at upcoming SCRA conferences (e.g., the Midwestern Psychological Association Conference in May, the Biennial in June, and APA in August.)
Student Issues

Edited by Todd Bottom and Lindsey Zimmerman

SCRA Mid-Winter Meeting: Several Student Initiatives Funded

In February, the SCRA Executive Committee (EC) met to discuss the business and future of SCRA. At the Mid-Winter Meeting, the SCRA EC, including National Student Representatives Lindsey Zimmerman and Todd Bottom, approved the budget for the 2011 fiscal year and discussed strategies to grow our organization in ways that align with our mission and values. Frequently discussed in this context, were initiatives designed to attract and retain SCRA student members, particularly as they transition to careers. Therefore, it is particularly exciting to report that with urging from the National Student Representatives the EC approved increased funding for several student involvement initiatives. Below is a list of budget items approved for 2011:

1. An increase in student research grant awards from one $400 award, to two $1,000 awards. This exciting funding increase is for the student research grant, an award for students who are completing pre-Dissertation research projects. In 2010, the receipt of several high quality research proposals caused the Student Representatives to request more awards at a higher amount. The EC agreed that investment in this very competitive award corresponds with an EC priority to develop and enhance SCRA student scholarship. Awardees take considerable time to develop quality proposals, secure IRB approval, negotiate cooperative agreements with community stakeholders, and delineate a direct cost budget to demonstrate the feasibility of research project completion. Thus, students should develop submissions well in advance. The call for proposals for the research grant goes out in November, and awards to the two $1,000 winning proposals will be distributed in December or January.

2. Travel awards for Eco, APA, and Biennial Conferences. At the 2010 Mid-Winter Meeting, the EC substantially increased the number of travel awards dispersed each year for student travel. For 2011, there will once again be a total of 24 student travel awards in the amount of $300 each for travel to one of the regional Eco conferences, the Biennial Meeting in Chicago, and the APA convention in Washington D.C. Undergraduate and graduate student members of SCRA can apply for these awards. Deadlines will be announced, and award applications will be available, through the SCRA listserv and the SCRA website.

3. An SCRA website and YouTube video competition with cash prizes. As part of Lindsey Zimmerman’s platform when she ran for SCRA Student Representative, she proposed that it would be valuable for SCRA to think strategically about effective ways to use online technology and to improve our organization’s web presence. One key way to provide accessible media of “community psychology in action” is to create an SCRA YouTube channel. At Zimmerman’s urging, several initiatives were approved by the EC to develop an SCRA YouTube channel launch.

One of these initiatives includes this announcement for a video contest with first ($300), second ($200), and third ($100) place prizes, which will be awarded to creators of videos that best demonstrate the competencies of community psychology in action. Videos should be less than 10 minutes and briefly present an example of community psychology research, practice, and education efforts. To reference a list of 17 community psychology competencies to highlight in video submissions, see the “Do the work” section of the Community Toolbox at http://ctb.ku.edu/en/dothework/index.aspx. All types of video styles, and all types of community psychology projects are welcome, including: 1) stakeholder interviews; 2) neighborhood, program, building, and site tours; 3) workshop, focus group, and stakeholder meetings; 4) collective actions and political or policy advocacy; or 5) edited summary videos describing the life of a project. The purpose of the videos will be to show ongoing collaborations and projects that highlight the unique value of community psychology. Show your colleagues your community psychology actions, and provide a service to SCRA, by creating a video to be used for web outreach on the SCRA website and on the YouTube channel. Contest details will be available via the SCRA listserv and SCRA website.

4. A student social event at the 2011 Biennial Conference in Chicago. The EC has once again funded a student social event during the Biennial Conference, which will be in June in Chicago. The location, date, and time of this student event will be publicized in Biennial materials and on the SCRA listserv and website. Keep your eye out for the details so that you can join with other students of community psychology!
2010 Student Research Grant Awarded

In 2010, four students applied for the Student Research Grant. After a thorough peer-review process, the $400 award was given to Emily Dworkin, second year graduate student in Clinical-Community Psychology at the University of Illinois at Urbana-Champaign. Her winning proposal was titled, "Examining a local response to sexual assault: A participatory mixed-methods study." Dworkin is a member of Dr. Nicole Allen’s research team, and is generally interested in systems responses to sexual violence, mental health outcomes of sexual violence, and meaning-making/identity formation around sexual assault experiences. In 2010 there were several very well-developed and highly competitive applications for the award, which is one reason that the EC voted at the Mid-Winter Meeting to increase the amount and number of awards. Thank you to all students who submitted such excellent proposals! We look forward to reviewing and awarding more student submissions for this grant in the next year.

Student Membership: Get Involved

Membership is on the rise in 2011. In February 2010, the SCRA Membership Directory at scra27.org listed a total of 1,175 SCRA members, of whom nearly half, 547 (46%) were students. In January 2011, the directory listed 1,287 members, of which 629 were students (49%).

Use the Membership Directory at www.SCRA27.org. If you are a member of SCRA, please take a few minutes to complete a profile in the member directory. You can list your research interests and skills, provide your email or contact information, or link to your personal website or Facebook page. Make sure you take advantage of this benefit of SCRA membership. Use the member directory to find other SCRA members who share your interests or to connect with other students about the 2011 Biennial.

Student Involvement Panel at the 2011 Biennial in Chicago. At the request of president-elect Jim Cook, there will be a panel at the 2011 Biennial Meeting where students can learn more information about how to get involved in SCRA. The panel will include current SCRA president, Pat O’Connor, national student representative, Lindsey Zimmerman, and three active members of the Council of Education Programs and Practice Council committees of SCRA, Tiffany Jimenez and Victoria Chien of Michigan State University and Sharon Hakim of Wichita State University. Student involvement in SCRA makes a difference! Please attend this panel to learn more about the contributions students make to SCRA and to become a more active part of the present and future of SCRA.

The Student Issues and The Community Student Columns of the TCP. Each issue of TCP features a Student Issues Column, edited by the two National Student Representatives, which updates student members about relevant SCRA activities at the national and regional levels. The Community Student features articles written by students about their experiences, research and insights in relation to psychology as a whole, and topics relevant to community psychology research and action.

Over the last year, the National Student Representatives have increased the number of student submissions published in The Community Student column to two articles in each quarterly issue (8 total) instead of publishing The Community Student only twice a year. The representatives have increased this output because of the high number of quality submissions that we receive from SCRA student members. All submissions go through a peer review process and therefore provide an excellent opportunity for students to develop revision and dissemination skills and communicate their work to the SCRA audience. Please consider submitting a five-page (double-spaced) empirical or theoretical paper in APA-Style to the National Student Representatives at scrastudentreps@gmail.com.

Student Issues and The Community Student
Edited by Lindsey Zimmerman and Todd Bottom

Creating a Collaborative Proposal for Climate Change Research in Tuvalu
Written by Kati Corlew, M.A., University of Hawai‘i, Mānoa

Climate change is a global issue with vastly disparate local causes and consequences. Since the Industrial Revolution, humans (predominantly from wealthy, developed countries) have been releasing greenhouse gasses into the atmosphere, which has caused a rapid warming process (IPCC, 2007; USAID, 2009). The effects of climate change are also disproportionate in that certain regions are more vulnerable to changes. Developing countries in these

Tuvalu is a case example of a developing nation that is near-blameless in the cause of climate change, but is facing severe consequences from its results.
regions are faced with two-fold vulnerability: (1) their regions are first affected and most affected by climate change; and (2) their countries lack the resources necessary to adapt (Parks & Roberts, 2006).

Tuvalu is a case example of a developing nation that is near-blameless in the cause of climate change, but is facing severe consequences from its results. Tuvalu is a low-lying developing island nation in the South Pacific that is expected to become uninhabitable in the next 50 to 100 years due to the rising sea level (Hunter, 2002; Mimura et al. 2007; Patel, 2006). Already, Tuvalu is experiencing higher tides, more flooding, coastal erosion, saltwater inundations, crop loss, greater incidence of hurricanes and severe storms, and the loss of an islet (Bayer & Salzman, 2007). Another islet is soon to follow (H. Vavae, personal communication, August 12, 2010).

In 2009, the APA’s Task Force on the Interface Between Psychology and Global Climate Change released a detailed report on the new field, Psychology of Climate Change (Swim et al. 2009). The report noted that there is a developed-nations bias within the field, as a majority of research has been conducted in the United States and Europe. I will add that this also constitutes a continental bias, and that future research should explore the psychology of climate change in developing island nations.

In the summer of 2010, I traveled to Tuvalu’s capitol atoll of Funafuti to conduct a two-week exploratory “pre-research” inquiry into the psychology of climate change in Tuvalu. The goals of the trip were: (1) to familiarize myself with Tuvalu’s community, culture, history, and traditions; (2) to learn about Tuvalu’s ongoing efforts and positions with climate change; (3) to develop collaborations for my upcoming dissertation research; and (4) to develop my dissertation research proposal on site and in collaboration with community stakeholders.

Methods

Site. Funafuti is the most populous of Tuvalu’s nine islands. The population of Tuvalu is 9,561, with 4,492 people living in Funafuti (Central Statistics Division, 2002). It is the political and economic capitol of Tuvalu, and home to the government building, job opportunities, the University of the South Pacific, Tuvalu campus, and Tuvalu’s only airstrip. As such, people from Tuvalu’s neighbor islands migrate to Funafuti for both temporary visits and more permanent residence.

Procedure. Prior to my trip, I contacted multiple government agencies and NGOs in Tuvalu who work with climate change and/or community wellbeing by email and phone to request meetings. Incidentally, one email contact led to an invitation to be hosted by a family during my stay. The family patriarch was at the time Tuvalu’s Minister of Health, and has been knighted by Queen Elizabeth II. He has been involved in Tuvalu’s political sphere for over 40 years, more than a decade longer than Tuvalu has been independent from England.

Once in Tuvalu, I visited offices per previous arrangement or by cold visits; I met with private individuals who were referred to me during my trip; and I spoke with lay community members in homes and public venues. I participated in or observed a number of family and community events thanks to the generosity and inclusion of my host family.

Interview sessions included both informal conversations and semi-structured interviews. Semi-structured interviews focused on the interviewee’s field of expertise. Informal conversations included general topics that any visitor to Tuvalu may
ask about the country, community, or culture. I took detailed field notes either during the interview or as soon after its completion as possible. Field notes were reviewed daily and included periodic assessments of my learning, thoughts, and ideas. I occasionally “checked in” with interviewees (including my host family’s patriarch) to see if my reflections “made sense” in Tuvalu. Toward the end of the trip, I discussed these ideas in great detail with my community collaborator.

*People.* I conducted semi-structured interviews with representatives from the Tuvalu Meteorological Office; the Office of Community Affairs; the Office of Women’s Affairs; the Office of Environmental Affairs; the Ministry of Natural Resources, Energy, and Environment; the Ministry of Health; Tuvalu Overview (a climate change non-profit from Japan); the Foram Sand Project (a Japanese and Tuvaluan research project seeking to “grow” sand); the Tuvalu Association of NGOs (TANGO); the Tuvalu National Library and Archives; the Women’s Craft Center; and the Luaseuta Foundation (a Tuvaluan nonprofit working with both climate change and community wellbeing). I had informal conversations with business owners, business patrons, fellow party or event-goers, people in public venues, and my host family and their friends, coworkers, and extended family.

*Results.* Several important themes arose during the trip that were confirmed as important during “check-ins” with interviewees. (1) One’s home island and island community are important to identity and wellbeing. (2) Tuvalu has a collectivist culture and successful projects are collectivist in nature. (3) Tuvalu has a need for outside research to be based within the community, and for results to be beneficial to Tuvalu and made accessible to the Tuvalu people. (4) The official government position is not to negotiate for migration, but for climate change mitigation and aid for adaptation (General Environment Briefing, 2010).

*Collaboration.* I met with the Director of the Office of Community Affairs and discussed in great detail these themes, my proposed research questions and multiple options for research methodology. The director was very supportive. She agreed to serve as a collaborator with this project, and to support its implementation in the community.

*Proposal.* We developed a brief proposal for my dissertation research. After returning to the United States, I have continued to develop this proposal in greater detail with guidance from my collaborator and others in Tuvalu (as well as my advisor and dissertation committee). Here I include the framework and brief proposal as it was developed in Tuvalu.

The proposed research will explore sense of place (Knez, 2005; Proshansky, Fabian, & Kaminoff, 1983; Twigger-Ross & Uzzell, 1996) and psychological sense of community (PSOC) (Brodsky, 2009; McMillan & Chavis, 1986; Sarason, 1974) as well as the threat of climate change to these important facets of Tuvaluan wellbeing through the following research questions: (1) What is the relationship between land and the wellbeing of the Tuvaluan people (sense of place)? (2) What is the relationship between community connections and the wellbeing of the Tuvaluan people (PSOC)? (3) What is the relationship between land and community connections (sense of place and PSOC) in Tuvalu culture(s)? and, (4) How might Global Climate Change affect the Tuvaluan community as well as the land?

*Discussion and Conclusion.*

Limitations of this pre-research inquiry include its short nature. I was in Tuvalu for only two weeks. However, I was in contact with stakeholders prior to the trip, and continue to be in contact. Another limitation is my lack of fluency in Tuvaluan. Though many people speak English in this post-colonial country (including every government and NGO worker I met), many lay community members speak little to no English. My lack of fluency therefore hinders my ability to communicate in many settings. Though a translator will be employed in the proposed research, Tuvaluan language classes simply do not exist. The fluency limitation will be difficult to remedy in the near future.

Community collaboration is best begun as early as possible in a research process (Perkins, 2009; Trickett, 2009). This pre-research inquiry trip to Tuvalu is an example effort to create a collaborative process in a foreign
culture to facilitate the development of research that is culturally responsive and useful to the community. Through such collaborative efforts, the biases within the Psychology of Climate Change may be addressed.

References


Our interactions with academics from the National University of Cordoba and practitioners from non-profit organizations helped us to unveil community and social developments resulting from this unique case of human right abuses. As community psychologists, we promptly noticed how the seven years of dictatorship had left traumatic marks on Argentina’s society. Clear evidence of these marks is found in the formation of diverse post-dictatorship human rights organizations. Each organization has different, albeit overlapping, goals rooted in a particular human experience of the dictatorship’s abuse. These different organizations involve communities of people based on their unique experiences and relationships with those who disappeared during the dictatorship.

The best-known group is the Madres de la Plaza de Mayo (Mothers of Plaza de Mayo), comprised primarily of women who have continually protested the disappearances of their children since 1976. The Madres use a simple tactic, marching quietly around the plaza, peacefully asking for information about their sons and daughters.

As community psychologists, we promptly noticed how the seven years of dictatorship had left traumatic marks on Argentina’s society.

This study abroad program not only exposes students to new and different cultures, but also immerses undergraduate and graduate students into the history and the present actions of human right agencies and communities in Argentina.

**Human Rights in Argentina’s Emergence from State Terror**

From 1976 to 1983, Argentina went through the most traumatic period in its history: the military dictatorship during which 30,000 people were abducted, tortured and killed in secret detention places, and became known as desaparecidos (those who disappeared) whose bodies were in most cases never recovered. Tens of thousands of others were imprisoned or forced to flee the country. Argentines learned to coexist with daily evidence of the terror while pretending to ignore what was happening.
identifying children of the disappeared (who in many cases had been adopted into military families) to reunite them with their families. Abuelas has found 102 people who were born during their biological parents’ illegal captivity. These cases are unique and extremely complex. Babies born in captivity are today in their 30’s, and most experience incredible psychological challenges when they learn the truth of their origins. The Abuelas work to help these young people to overcome this delayed effect of their parents’ experience and their own human rights violations. Later, the group, H.I.J.O.S. (Sons of the Disappeared), gained enough momentum and numbers to become a vibrant community of youth in the 1990’s. The H.I.J.O.S. fight for the right to know about their parents’ destiny. Using an action-oriented approach, the H.I.J.O.S. represent a leading force in the education of the new generation on the dirty war. Today, their work has become crucial for re-opening court trials of former Junta members and torturers that were protected by amnesty laws and presidential pardons.

In sum, multiple generations are joined in the overarching struggle to challenge, fight, and overcome the human rights violations committed during these dark days of Argentine history.

We were able to meet members of the three human rights groups and to hear, in person, about their unique identities and learn about their identity politics within Argentina’s history and the horrors of the state-sponsored terror. Thanks to their work we realized that the fight for human rights is not a struggle of one generation but a legacy that can be passed across generations. The scars left by a human rights violation (i.e., the loss of a son, a parent or a grandchild) may differ from one individual to another, but the fundamental values that make human rights a dignifying fight remain the same. The three organizations’ missions and goals are the result of differing subjective experiences with the abuses. Therefore, each group is a particular community within a larger community of affected people.

Human Rights and Community Psychology

Argentina’s experience provides a rich backdrop for exploring how community psychology can learn about and contribute to ensuring human rights. For example, resilience is a key concept that comes to mind when considering present day Argentina’s emergence from a period of state terror. Societies that have reemerged from human atrocities offer a critical, though less examined perspective. Argentina’s emergence from military dictatorship is one of the most dramatic settings for studying resilience. Valdebenito, Loizo, and García (2007) describe the process of social isolation from friends, church, and workplace that family members of desaparecidos experienced because of widespread fear of the dictatorship. This isolation led many family members to gain greater consciousness of the need for political activism (often carrying on the activism of their disappeared relative), and the creation of new networks of individuals and of organizations dedicated to promoting human rights. These intergenerational networks – including the Madres de la Plaza de Mayo, the Abuelas, and the H.I.J.O.S. – form a context for understanding the process by which resilience can be built through strategies that build health-promoting and mutually-trusting communities (Valdebenito et al., 2007).

In the following paragraphs, we briefly describe two emerging collaborations that we have begun to develop in Argentina and outline ways in which our interactions contribute to our thinking about community psychology. These interactions have provided us with (1) new perspectives on old constructs, and (2) opportunities to learn from uniquely Argentine approaches to psychological theory and application. As part of the study abroad experience, we met with two Argentine academics: Alberto Colaski and his team who specialize in human rights issues and with Griselda Cardozo, whose work with youth serves as an example of the social dimensions of resiliency.

1. New perspectives on old constructs

Professor Cardozo is a leading author on resilience in Argentina’s psychology. In her 2008 book, “Habilidades para la Vida” (Life Skills) she postulates that the most important and basic of life skills to teach to young people from underserved communities include cooperation and providing support to others. From her work we learn about conceptualization of resilience which defines the phenomenon as occurring when individuals are able to contribute to others; in other words, individual resilience occurs in a collective context (Cardozo, 2005; 2008)

2. Learning from Argentine psychological theory and application

We also learned about a theoretical approach developed in Argentina between 1950 and 1970 by Dr. Enrique Pichon-Riviere. Pichon-Riviere’s clinical experiences and theoretical development are known today as the Psicología Social Argentina (Jasiner & Woronowski, 1996). Pichon-Riviere...
emphasized interdisciplinary and participatory approaches to solving social problems. He claimed that the problem of modern social sciences is the development of “totalitarian theories.” Such absolute ways of looking at social issues forbid practitioners from understanding human and social issues in a real and practical way. Pichon-Riviere’s theories are fundamentally practical and oriented toward social change (Pichon-Riviere & Pampliega de Quiroga, 1985). Pichon-Riviere presents three key axes necessary for understanding social problems and generating change (Woronowski, 1996). First, the teórico-metodológico (theoretical-methodological) axis emphasizes the interplay between subjective and social components of people’s problems; he calls this el campo subjective-social (the subjective-social field of analysis). Second, the político-ideológico (political-ideological) axis emphasizes the need to change all forms of institutionalized systems that perpetuate suffering and oppression (i.e., change those institutions that create and legitimate suffering). Third, the teórico-operativo (action or praxis) axis describes different group dynamic phenomena to use in the development of intervention groups. These group approaches aim to increase the level of awareness, knowledge, and capability of action of institutional and community actors such that change can occur (Woronowski, 1996). Dr. Colaski’s research and action work, at Cordoba University, uses of Pichon-Riviere’s methodological approach. This approach allows him to not only improve individuals’ knowledge and behaviors regarding a give mental health issues, but also to implement change at the community level.

Our visit to University of Cordoba’s campus was an immersion into Argentines’ academia. We participated in interesting discussions and class presentations and were able to share ideas about community projects and basic community principles. We learned from this experience that our community psychology values (SCRA’s six core values) are deeply shared by Colaski and Cardozo’s teams, and Pichon-Riviere’s (Argentine Social Psychology) theoretical principals. Our colleagues at the University of Cordoba showed a genuine interest in developing a complementary and collaborative partnership. For example, we realized that we have much to learn from the unique interventions that they have designed and implemented, based on approaches that are not known in the US. We realized that we have much to offer them, for example, expertise in the measurement of program processes as they are theoretically related to positive outcomes. Throughout our conversation, we quickly realized the potential and need for a future collaborative effort. In essence, the community psychologists of the US may learn about new and effective forms of interventions aimed to improve human rights (e.g., through the improvement of education, health, and human living conditions) in the process of helping the Argentina team to develop their own program evaluation process.

References

Women’s Issues

Edited by Pamela Mulder

A Note From the Column Editor

Regrettfully, Lynnette Jacobs-Priebie is no longer able to serve as my co-editor for this column. However, I am delighted to announce that Rebecca Volino Robinson, a doctoral candidate in the University of Alaska Fairbanks-University of Alaska Anchorage Joint Ph.D. program in Clinical and Community psychology, is going to be my new co-editor. Rebecca serves with me on the Women’s Committee and I am very pleased to have her help.

Rebecca’s research and practice foci involve the intersection of health and culture. Specific domains of interest include refugee mental health, reproduction and women’s health, integrated healthcare and transcultural medicine, cross-cultural and indigenous psychology, qualitative methodology, and community-based participatory research.

As a part of her introduction, I invite readers to enjoy this brief article by Rebecca Robinson, showcasing her current work.
Witnessing first-hand the community,

I arrive at 844 Hoyt Street on a snowy November morning in Anchorage, Alaska. Pulling open the door to the building, the scent of cloves and chai tea greet me, accompanied by a chorus of hellos in English, Somali, and Nepalese. Here I am again, in the middle of everywhere. (Excerpt from community practicum reflective journal, Robinson, 2010).

This year, my community psychology practicum was with the Refugee Assistance and Immigration Services (RAIS), Alaska’s only refugee resettlement program. My broad goal for this experience was to gain knowledge of refugee resettlement policies and procedures in the United States and to learn about cultures, customs, and sociopolitical contexts of various refugee groups settled in Alaska. Witnessing first-hand the community, family, and individual strengths possessed by this population led to the conceptualization of my dissertation research. In this paper, I give a brief overview of the historical background of the Somali refugee crisis, discuss Somali conceptualizations of mental health, and present evidence for the importance of the refugee context when investigating mental health outcomes. I conclude with a short description of my dissertation, which is focused on resilience among Somali refugees living in the United States.

Historical Background

The world’s population of peoples forced to leave their homes and communities due to war, political violence, or related threats has reached dire proportions. At the end of 2009, the United Nations High Commissioner for Refugees (UNHCR) estimated the total worldwide number of refugees at 10.4 million. This number does not reflect the additional 15.6 million internally displaced persons or the 6.6 million stateless persons. The United States hosts about 4% of the overall refugee population (UNHCR, 2010) and is home to over 80,000 Somali refugees (Office of Refugee Resettlement, 2010). The Somali people form one of the largest refugee populations in the world (UNHCR, 2010).

The Somali Civil War began in 1991, prompting large numbers of men, women, and children to flee the country seeking refuge in bordering countries. Many others were displaced within their home country. The armed conflict and humanitarian crisis continues today in southern and central Somalia, with no end in sight (Amnesty International, 2010).

Nearly all Somali refugees are impacted in some way by trauma. Most have witnessed horrific acts of violence, and many are victims of physical and sexual abuse themselves (James et al., 2004). For example, Somali adults and children often recount witnessing the murder or torture of family members and friends during the war; others share stories of rape, which is often used to terrorize a population into submission (Schuchman & McDonald, 2004). Consequently, many Somali refugees suffer from marked psychological distress (James et al., 2004; Porter & Haslam, 2005).

Cultural Conceptualizations of Mental Health

Porter and Haslam (2005) point out that studies on refugee mental health often follow a life events model, where “psychopathology is understood as a posttraumatic reaction to the acute stressor of war” (p. 603). These studies paint a picture of traumatized refugee populations with high rates of psychopathology. However, many scholars and practitioners question the application of Western conceptualizations of mental illness and the application of Western treatment models (i.e., psychotherapy) to refugee populations (Miller & Rasco, 2004).

Somalis are among the cultural groups for which a Western model of mental health treatment is not always intuitive. For example, they are historically unfamiliar with the concept of mood disorders. According to Schuchman and McDonald (2004), Somalis tend to view mental health as a dichotomous construct; that is, a person is either crazy (waaal) or not. Instead, causes of mental illness usually involve spiritual or metaphysical explanations. The authors suggest “Somalis traditionally explain behavioral problems as an expected result of spiritual causes or possession by an evil spirit” (p. 69). Somali religious leaders or traditional healers, therefore, are ideally positioned to heal such problems.

This is admittedly an overly simplistic solution to a complex problem, and there is clearly a role for Western style mental health interventions with Somali refugees. The work of the Center for Victims of Torture and the Somali and East African Behavioral Health Services Program, both located in Minneapolis-Saint Paul, Minnesota, are examples of culturally and contextually sensitive approaches to healing refugee trauma.
Contextual Influence on Mental Health Outcomes

The extent of the mental health consequences related to the refugee experience exceed that of other displaced populations and populations directly exposed to war and violence. A meta-analysis on predisplacement and postdisplacement factors associated with the mental health of refugees highlights the role of contextual factors on mental health outcomes (Porter & Haslam, 2005).

According to Porter and Haslam (2005), individual characteristics such as gender and age moderate refugee mental health outcomes, while predisplacement factors such as level of education and socioeconomic status do not seem to serve a protective function. Postdisplacement conditions, however, strongly associate with mental health outcomes. For example, materially secure postdisplacement conditions, marked by economic opportunity and private permanent housing, associate with superior postdisplacement mental health. Thus, the postraumatic response to acute wartime stress partially reflects contextual factors that are remediable by generous material support from governments and humanitarian agencies (Porter & Haslam, 2005).

Dissertation Research

The purpose of my dissertation research is to gather narrative accounts of historical events and pathways to resilience among Somali refugees living in the United States. Using Ungar’s (2008) contextualized definition of resilience, I seek to document both the process of Somali individuals’ navigation toward, and capacity to negotiate for, culturally defined health resources, before and after displacement. These data will acknowledge the inner-strength and wisdom of the Somali people and their capacity to thrive despite incredibly challenging circumstances, and provide a strengths-based framework for interventions aimed at promoting positive adaptation in a culturally contextualized manner.

Conclusion

As my community practicum draws to a close, I have gained much more than knowledge of refugee resettlement policies and procedures in the United States. I have witnessed the smile on the face of many newcomers watching the snowfall out of a dark Alaskan sky, and I have shared emotion purely from the heart when I was without an interpreter to provide words. I am honored to walk forward on the path of my educational journey feeling more human as a result of this experience.

At times the sadness in the room is palpable. But laced throughout each story I hear is a message of hope. We just have to listen. This is the story; the story of strength only found in the face of unthinkable adversity. (Excerpt from community practicum reflective journal, Robinson, 2011.)

References


Announcements

Congratulations to the recipients of the 2010 SCRA Awards for Distinguished Contributions!

Isaac Prilleltensky
Award for Distinguished Contributions to Theory and Research in Community Psychology

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

William (Bill) Neigher
Award for Distinguished Contribution to Practice in Community Psychology

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

The Institute for the Study and Promotion of Race and Culture 2011 Diversity Challenge:
Intersections of Race or Culture and Gender or Sexual Orientation

Each year the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2011 conference is the examination of intersecting identities from multiple frameworks. The two-day conference held at Boston College includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations. Individuals interested in presenting should check the ISPRC website where the Call for Proposals is posted, http://www.bc.edu/schools/lsoe/isprc/dc2011.html.

General information about the conference including pre-registration will also available on the website. For all inquiries feel free to email isprc@bc.edu.
SCRA Nomination Statements
Below are brief statements from our candidates. For longer versions, please visit: http://www.scra27.org/blogs/scracandidates2011blog.

SCRA President

Jean Hill
New Mexico Highlands University

This is an exciting time for SCRA. In the past few years our organization has been focused on initiatives to support the “action” part of our name, and our mission. The members of the Practice Group and the Public Policy Group have been instrumental in helping us to recognize that for community psychology to be the vital force in our world that we believe it can be, it will be through our successes in translating our research into action.

For me, this effort seems to grow in importance with each passing year. There is a clear and pressing need for the knowledge, skills, and perspective of our field in public discourse and decision-making. Many of our members have devoted their professional lives to this effort. Many others, particularly our student members, have expressed a deep commitment to the goal of utilizing community psychology to benefit their communities, societies, and nations. They have challenged SCRA to provide them with meaningful support in this effort.

It is an important goal of SCRA to increase our organizational capacity related to policy and practice work; through training, resources, linkages, and avenues for dissemination and recognition of that work. As secretary of SCRA I was involved in the initial discussions in this area, and I have continued to be active with the Public Policy Group since leaving that position. I am excited by the idea of continuing this work as president-elect.

Geoff Nelson
Wilfrid Laurier University

A turning point in my life was taking undergraduate Community Psychology at the University of Illinois with Julian Rappaport. This new field allowed me to link activism with mental health and appeared to offer me a meaningful career path. I obtained a Ph.D. in Clinical-Community Psychology from the University of Manitoba and completed an internship at Mendota Mental Health Institute in Wisconsin.

As a faculty member at Wilfrid Laurier University since 1979, I have extensive teaching, supervision, administrative, and practice experience, and a sustained record of research. I served as Chair of the Community Psychology section of the Canadian Psychological Association, Regional Coordinator for Canada for SCRA, Senior Editor of the Canadian Journal of Community Mental Health, and have been an ad hoc reviewer for the American Journal of Community Psychology for years. Underlying my community work in is an emphasis on partnerships with disadvantaged people, participatory action research approaches, and value-based critical perspectives that challenge the status quo and that are oriented towards social change.

I would be honoured to serve as SCRA President. I am firmly committed to SCRA’s vision and values and would bring experience and leadership. I see the role of SCRA President as supporting initiatives of its members. I particularly value initiatives that create international networks for Community Psychology, translate research into policy, take transformative action for social justice, and strive to shift Community Psychology from being a well-kept secret to a field that is more visible and vibrant.
SCRA Nomination Statements
Below are brief statements from our candidates. For longer versions, please visit:

Member-at-Large

Sabine French
University of Illinois at Chicago

I am honored to have been nominated for the position of APA program Member-at-Large, whose primary role is to develop the SCRA program at the APA conference. I am a tenure-track assistant professor in the division of Community and Prevention Research at the University of Illinois at Chicago. I have been a member of SCRA since 1995. My research interests include racial and ethnic identity and the contextual and personal factors that promote its healthy development. I have served on the Committee for Graduate Studies in my department for many years. I am strongly committed to training graduate students and to promoting their development as outstanding researchers. My commitment to graduate training extends to professional development. To this end, I have developed a professional development series for the psychology graduate students. If elected, I would be eager to create such professional development programming for graduate students and early to mid-career faculty for the APA conference. In addition, because community psychologists often work across multiple disciplines, I would like to expand current programming that crosses APA division lines to embrace our inter-disciplinary spirit. Finally, I am strongly committed to diversity and will bring that commitment to SCRA and to the APA SCRA program. I believe that with diversity as one of the core principals of community psychology, we need to make sure that all members and potential members of SCRA feel welcome during the APA convention. This core value needs to be fully articulated in our program at APA.

Susan M. Wolfe
Susan Wolfe and Associates, LLC

I am honored to be nominated for Member-at-Large for the SCRA Executive Committee. I was named a SCRA Fellow in 2009, and would like an opportunity to continue contributing to the organization as Member-at-Large on the Executive Committee. I joined SCRA in 1986 and since then I have served the organization in a number of roles.

I currently operate an independent Community Psychology Consulting Firm and teach at two local universities. I am active as a volunteer in my community, participate on several community coalitions, am president of an organization dedicated to advocacy for midlife and older women, and in 2010 I walked 60 miles in the Komen 3-Day to raise money to fight breast cancer.

If I am elected I will welcome the opportunity to work with the Executive Committee members to continue fostering SCRA’s growth. Three areas that I see as important are:

1. Increasing membership – Such efforts might include increasing connections to other professional organizations, bringing back former SCRA members who have joined other organizations, and doing more to retain students after they graduate.

2. Disseminating information about Community Psychology – Creating a greater awareness of the field and what community psychology graduates have to offer is essential for expanding career opportunities and demand for our services.

3. Facilitating tighter bonds between Community Psychologists who work in academic and practice settings. I have begun this collaborative work on the Community Psychology Practice Council and hope to expand these efforts as a member of the Executive Committee.
SCRA Representative

Rich Jenkins
Washington, D.C.

I am pleased to be nominated as a candidate for SCRA Representative to APA Council. I have been involved with APA governance in the past as a Member and Chair of the Committee on Psychology and AIDS, and as the Committee’s representative to the Board for the Advancement of Psychology in the Public Interest. This provided opportunities to see how initiatives develop and are advanced within APA. I have served as a regional representative within SCRA (Asia and Northeast) and am currently Past-Chair of the LGBT Interest Group. My current activities cross a number of substantive areas that are well represented within SCRA members (primary prevention and positive youth development, HIV prevention, community involvement in program planning and dissemination, diversity in professional training) and have had recognition from SCRA for my work as a practitioner, which has been in the public and nonprofit sectors. I have been involved in mentoring activities at recent Biennials and have recently been a part-time lecturer at a local university. I seek to build on past representatives’ collaborative work with other APA divisions to further SCRA values and will seek new areas of collaboration based on our values and the need to advance issues like prevention, global health, and improving quality and access to services.

Irma Serrano-García
University of Puerto Rico

The guiding values of community psychology and other professions that work in similar areas include diversity, participation and social justice. Fostering these values will be one of my main concerns if elected to represent SCRA in APA Council. APA, as one of the largest, most powerful psychological associations in the world can have a significant impact in this direction if it so chooses. However, most of its current emphasis is on guild issues. Another of my interests is promoting an international perspective within APA. It is important to look beyond our borders for new ideas, and intervention efforts. SCRA can wield most of its influence in these directions through the efforts of the Public Interest Directorate, various caucuses that share our values and through its participation in the Divisions for Social Justice.

Prior experience in APA will allow me to represent SCRA effectively. I know SCRA well. I have been a member of various task forces and committees and was elected to the Executive Committee and as President some time ago. I have also been active in APA within the Committee of Women in Psychology, Board of Ethnic Minority Affairs, Committee of Ethnic Minority Affairs, Committee on International Relations in Psychology and Committee on Psychology and AIDS. I represented SPSSI on Council, one of SCRA’s closest allies.

I expect to join with others with similar goals, and with the guidance of our EC, so that our voice will be heard on Council and our causes furthered.
Society for Community Research & Action
Membership Application

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

Primary Job Title: __________________________
Secondary Job Title: __________________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member

_____ Fellow _____ Member _____ Associate _____ Student _____ Lifetime Member

APA Member Number (if known): ________________

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

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

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

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

Sex: _____ Female _____ Male

Race/Ethnicity (check all that apply)

_____ Native American, Alaskan Native or Native Hawaiian

_____ 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):

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<th>Membership Type</th>
<th>United States Member</th>
<th>Student Member</th>
<th>International Member</th>
<th>Senior Member—must be 65 or over, retired, and a member of SCRA/Div 27 for 20 years</th>
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Please consider supporting the following SCRA initiatives by contributing to the following funds

| SCRA Student Initiatives Fund: Your contribution will help support student initiatives, e.g., conference travel awards, poster presentation awards, and the mentoring initiative. | 5.00 | 10.00 | 15.00 |
| SCRA International Travel Grants Fund: Your contribution will help bring international members to the Biennial Conferences. | 5.00 | 10.00 | 15.00 |
| If most members gave $10, this fund would gain $10,000 for student initiatives this year. |       |       |       |
| If most members gave $10, this fund would gain $10,000 to support international travel to future Biennials. |       |       |       |

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

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

• Length: Five pages, double-spaced
• Images: Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. Photo images 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/Footer: 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 on the inside back cover.

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

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