



# NEWSLETTER

BARBARA S. DOHRENWEND

President

MURRAY LEVINE

President-Elect

MEG GERRARD

Newsletter Editor

Austin, Texas

Summer, 1977

Volume 10, Number 3

## What's in This Issue

MEG GERRARD, Editor

The main focus of this issue of the Division 27 Newsletter is the upcoming APA meetings in San Francisco. You will find a program of Division 27 events, announcements of continuing education workshops, and various other convention notices.

Please read the second of our Evaluation in Community Psychology columns by Bry and Seidman. I would be very interested in your reactions to this column. I will welcome letters for the dialogue column or addressed to me for my information.

Also note that a member of the Division 27 Executive Committee has moved. David Stenmark, Sec.-Treas., is moving to South Florida and a notice of his new address is included for your information.

If the Division 27 nominations procedures have baffled or perplexed you in the past, this issue offers a remedy to that situation. Emory Cowen has written a very informative piece on the 1977 nominations which is a must for anyone interested in division governance.

## President's Message

BARBARA S. DOHRENWEND, CUNY Graduate Center

### Here's What (Some of) You Think

I used my allotted space in the last Newsletter for a caravan survey concerning a number of issues that have concerned members of our Division. Here is a summary of the results.

| Item   | Response                  | %       |
|--|---------------------------|---------|
| 1. The title "Psychologist" should be used only by persons holding a doctoral degree.  | Strongly agree            | 41.0    |
|  | Agree                     | 13.7    |
|  | No opinion                | 2.6     |
|  | Disagree                  | 18.8    |
|  | Strongly disagree         | 23.9    |
|  |                           | (n=117) |
| 2. AAP should direct its efforts to assuring that psychologists are included among health practitioners eligible for direct reimbursement under a National Health Insurance program. | Strongly agree            | 62.1    |
|  | Agree                     | 31.0    |
|  | No opinion                | 1.0     |
|  | Disagree                  | 1.0     |
|  | Strongly disagree         | 5.2     |
|  |                           | (n=116) |
| AAP should direct its efforts to assuring that psychologists receive a fair share of research and training funds from the government.  | Strongly agree            | 70.8    |
|  | Agree                     | 23.0    |
|  | No opinion                | 3.5     |
|  | Disagree                  | 1.0     |
|  | Strongly disagree         | 1.8     |
|  |                           | (n=113) |
| I am an individual member of AAP.  | Yes                       | 42.2    |
|  | No—not effective          | 3.4     |
|  | No—doesn't serve my needs | 12.1    |
|  | No—other reasons          | 42.2    |
|  |                           | 42.2    |
|  |                           | (n=116) |
| 3. Ultimately Community Psychology should be added to the fields for which an ABPP diploma is awarded.   | Strongly agree            | 24.1    |
|  | Agree                     | 31.0    |
|  | No opinion                | 16.4    |
|  | Disagree                  | 19.0    |
|  | Strongly disagree         | 9.5     |
|  |                           | (n=116) |

|   |                   |         |
|---|-------------------|---------|
| 4. Primary prevention can more effectively be designed to prevent mental illness in general than to prevent specific categories of disorder such as schizophrenia, depression, etc. | Strongly agree    | 37.6    |
|   | Agree             | 39.3    |
|   | No opinion        | 5.1     |
|   | Disagree          | 12.0    |
|   | Strongly disagree | 6.0     |
|   |                   | (n=117) |

In commenting on these results let me note first that the response rate, given our membership of more than 1500, was about 7 per cent, which, small as it may seem, is an infinite increase over the 0 per cent to some previous, less structured appeals for membership opinion. Without having any way of knowing whether it is so, let's assume that the 117 members who responded represent the opinions of Division 27 members. If they don't, perhaps silent dissidents will be motivated to communicate their views to the Newsletter editor or to our next president.

As for results on individual items, let me take the last and least first. Having written in my first column what I thought on the subject, "Primary Prevention of What?", I indulged myself by asking what others thought and learned that my powers of persuasion are not very impressive. My view is distinctly the minority position.

The issue of ABPP for Community Psychology is not one on which we have to take immediate action. It also seems to be one on which opinions are still forming. The distribution of responses suggests that we should not ignore the possibility of ABPP for Community Psychology. However, I should note that the five comments attached to answers to this question were all from people who disagreed and indicated generally strong convictions.

The second, three part item seems to support the current efforts of AAP. Moreover, there are no differences between people who are and are not individual members of AAP. The very few people who did not want AAP to direct its efforts as specified were about equally divided between members and nonmembers.

The first item concerns an issue that AAP is currently confronting. Responses to this item suggest considerable division of opinion within the Division. They also illustrate the inadequacy of a single multiple choice item for getting a valid picture of what informed people think about a complex issue. For one thing, some who agreed noted that people who are currently practicing with M.A.'s should be "grandfathered" rather than being deprived of their current status as psychologists. A further complexity in opinions on this issue was hinted at in a number of brief comments and elaborated in a letter from Robert Fortier that accompanied his questionnaire response. I quote him because he suggests a policy on membership that I think the Division should consider:

While I do strongly agree that the title of psychologist should be restricted to the holder of the PhD or PsyD, I would strongly agree to the question: "Do you believe that persons holding sub-doctoral degrees (even including the B.S. degree) can be of considerable value in community psychology programs?" I would respond similarly to a question regarding whether such individuals can be appropriately regarded as professionals, and as such be entitled to membership in Division 27.

My thanks to those of you who responded to the questionnaire. Although this mode of communication is certainly an imperfect one, I think it is a move in the direction toward making more of a community of the Division of Community Psychology.

**DIVISION 27 EVENTS**  
**AMERICAN PSYCHOLOGICAL ASSOCIATION**  
**85th Annual Convention—San Francisco, California**  
**August 26-30, 1977**

(MH) Mark Hopkins

(F) Fairmont

| EVENT, TITLE, AND CHAIRPERSON  | DAY/TIME   | ROOM                           |
|--|------------|--------------------------------|
| <b>PAPER SESSIONS</b>  |            |                                |
| Life Stress/Ronald Silverman   | Sat. 8/27  | 1-1:50 Cirque (F)              |
| Evaluation of Programs/Dickon Reppucci   | Sun. 8/28  | 9-9:50 Golden Empire (MH)      |
| Service Organizations and Interorganizational Relationships/Karl Slaikou                                     | Mon. 8/29  | 9-9:50 Golden Empire (MH)      |
| Hospitalization—Rehospitalization/David Reynolds   | Mon. 8/29  | 10-10:50 Golden Empire (MH)    |
| Self Help, Mutual Help, Support Systems/Sheldon Korchin  | Mon. 8/29  | 5-5:50 Vanderbilt (F)          |
| <b>SYMPOSIA</b>  |            |                                |
| Community Psychological Intervention in the Criminal Justice System/Edwin Susskind                           | Fri. 8/26  | 9-10:50 Cirque (F)             |
| Community Competence: Evaluating Community Effectiveness/Kenneth Patton                                      | Fri. 8/26  | 11-11:50 California (F)        |
| Critical Issues in Planning and Designing Human Service Needs Assessments/Joseph Aponte                      | Fri. 8/26  | 1-1:50 Gold (F)                |
| Optimizing Community Services: Cost-effectiveness Analysis/John M. Atthowe                                   | Fri. 8/26  | 2-2:50 Gold (F)                |
| Approaches to Evaluating Consumer Satisfaction in Community Mental Health/James L. Sorenson                  | Fri. 8/26  | 3-3:50 Gold (F)                |
| Responsive Service Systems and the Quality of Urban Life/Harold M. Proshansky/Co-sponsored with Div. 9       | Sat. 8/27  | 9-10:50 Gold (F)               |
| History, Action and Change/Rhona S. Weinstein/Co-sponsored with Div. 26                                      | Sat. 8/27  | 11-11:50 Fountain (F)          |
| Ecological Approaches to Service Delivery/Joseph T. Himmelsbach/Co-sponsored with Div. 17                    | Sat. 8/27  | 12-12:50 Crystal (F)           |
| Deinstitutionalizing the Mentally Retarded/Frank Baker/Co-sponsored with Div. 33                             | Sat. 8/27  | 2-2:50 Pavilion (F)            |
| The Training and Professional Roles of Master's Level Practitioners in Psychology Services/Geoffrey D. White | Sat. 8/27  | 2-3:50 Cirque (F)              |
| Toward an Understanding of Natural Helping Systems/Julian Rappaport/Co-sponsored with Div. 17 & 29           | Sun. 8/28  | 10-11:50 Gold (F)              |
| Developing and Documenting Consultation/Saul Cooper/Co-sponsored with Div. 17                                | Sun. 8/28  | 12-12:50 Crystal (F)           |
| Substance Abuse/Faye Goldberg/Co-sponsored with Div. 17 & 29   | Sun. 8/28  | 4-4:50 French (F)              |
| Neighborhoods, Social Integration and Helping Networks/Richard H. Price                                      | Mon. 8/29  | 3-3:50 Crystal (F)             |
| Community Psychology: Managing the Tensions Between Inquiry and Impact/James G. Kelly                        | Mon. 8/29  | 1-2:50 Pavilion (F)            |
| Framing Custody Determination/Ben N. Ard   | Mon. 8/29  | 11-11:50 Room of the Dons (MH) |
| Hispanic Mental Health/Luis Nieves/Co-sponsored with Div. 17   | Tues. 8/30 | 9-10:50 Hunt (F)               |
| Crisis Intervention vs. Problem Solving Technologies/Charles H. Haywood                                      | Tues. 8/30 | 11-12:50 Pavilion (F)          |
| thy G. Kuehnel   | Tues. 8/30 | 1-2:50 Crystal (F)             |
| Measuring the Adoption of Innovations by Mental Health Service Systems/Timo-                                 |            |                                |
| <b>DIVISION 27 EVENTS</b>  |            |                                |
| Div. 27 Outgoing Executive Committee Meeting   | Fri. 8/26  | 8-11:50 Far East (F)           |
| Regional Coordinators Meeting  | Sat. 8/27  | 9-11:50 Frontier (F)           |
| Div. 27 Presidential Address—Dohrenwend  | Sat. 8/27  | 3-3:50 French (F)              |
| Div. 27 Business Meeting   | Sat. 8/27  | 4-4:50 French (F)              |
| Div. 27 Social Hour  | Sat. 8/27  | 5 p.m. Cirque (F)              |
| Invited Address—S. Sarason   | Sun. 8/28  | 1-1:50 Room of the Dons (MH)   |
| Distinguished Awards Address—Bloom   | Sun. 8/28  | 2-2:50 Room of the Dons (MH)   |
| Div. 27 Social Hour  | Sun. 8/28  | 6 p.m. Cirque (F)              |
| Div. 27 Incoming Executive Committee Meeting   | Mon. 8/29  | 8-11:50 Far East (F)           |
| Conversation Hour with Charlie Spielberger   | Mon. 8/29  | 4-4:50 Frontier (F)            |
| <b>DIVISION HEADQUARTERS</b>   |            | Florentine Room (MH)           |

There will be several additional symposia, with Division 27 listed as secondary sponsor. Titles, hours, and locations were not available at this printing. Please consult the final APA program for such events.

## CONVENTION NOTICES

**Therapeutic Intervention With the Elderly.** This one day pre-APA workshop to be held August 25, 1977 in San Francisco is sponsored by Division 20 (Adult Development and Aging). It is designed for clinical practitioners and will supply information regarding the normal aging process, discuss differential diagnosis in elderly populations, and provide opportunities to learn about or exchange information and experiences with respect to therapy with aged clients. Fee: \$30. Registration is limited. For further information contact Dr. Carol Dye, GRECC Center, Veterans Administration Hospital, Jefferson Barracks, Mo. 63125. Phone: 314-652-4100, Ext. 1205.

**Teaching Undergraduate Courses in Adult Development and Aging.** This one-day pre-APA workshop to be held August 25, 1977 in San Francisco is sponsored by Division 20 (Adult Development and Aging). It is designed to assist academics new to the psychology of aging in the identification of course objectives, text and reference materials, and techniques of student involvement through field and research efforts. Fee: \$30. Registration is limited. For further information contact Dr. Irene M. Hulicka, Dean of Natural and Social Sciences, State University College at Buffalo, Buffalo, N.Y. 14222. Phone: 716-862-6434.

**Network of Indian Psychologists.** The Network of Indian Psychologists will meet in the Division 27 Headquarters Suite (Florintine Room, Mark Hopkins Hotel), August 26th, from 3-5 p.m. Interested persons are invited to sit in. For more information contact Carolyn Attneave, Director of American Indian Studies, University of Washington, Padelford Hall GN-05, Seattle, Washington 98195. Phone: 206-543-4436.

AMERICAN PSYCHOLOGICAL ASSOCIATION

*Division of Community Psychology*

## Ψ NEWSLETTER

Published tri-annually by the Division of Community Psychology (27) of the American Psychological Association.

**VOL. 10, NUMBER 3**

President.....Barbara S. Dohrenwend  
President Elect.....Murray Levine

### NEWSLETTER STAFF

Editor.....Meg Gerrard  
Assistant Editor.....Terry Gilius

The *Division 27 Newsletter* is mailed to all APA, Division 27 members. The *Newsletter* budget is allotted from members' dues. Students and affiliate members may receive the *Newsletter* by sending \$3.00 per calendar year to Darwin Dorr, Membership Committee Chairperson, Highland Hospital, Division of Duke University Medical Center, Box 1101, Asheville, North Carolina 28802.

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Articles, Announcements, and letters to the editor should be sent in double-space to the editor. Deadlines for the issues are: *Fall*, October 1; *Spring*, February 15; and *Summer*, June 1.

*Change of Address* notice for members and associates should be sent to APA Central Office, Data Processing Manager for revision of APA mailing lists. Students and affiliates should send change of address to Meg Gerrard, Division 27 Newsletter Editor, School of Social Work, University of Texas, Austin, Texas 78712.

## 10 Votes For Division 27

Your response to the Council Apportionment Ballot (which will be mailed mid-fall from APA) will determine the number of Council Representatives for Division 27 in 1978. Please allocate as many of your votes as possible to Division 27. If you can't give 10, give 5; if you can't give 5, give 3. Urge your friends from other divisions to cast their votes for Division 27.

*We need your votes!*

## Student/Affiliate Membership Renewal

If you would like to request or renew Student or Affiliate Membership in Division 27 for 1977, please fill in the information below and send this article with your check for \$3.00 to:

Darwin Dorr, Ph.D.  
Division 27 Membership Chairman  
Highland Hospital  
Division of Duke University Medical Center  
Box 1101  
Asheville, NC 28802

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_

University Affiliation \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_

Check those that apply:

\_\_\_\_\_ New Member

\_\_\_\_\_ Renewal

\_\_\_\_\_ Student

\_\_\_\_\_ Affiliate

## Graduate Programs Survey

Meg Meyer and Meg Gerrard of the University of Texas at Austin have written a paper analyzing the results of a 1975 survey of graduate training programs in community psychology and community mental health. For 62 programs offering master's or doctoral training, formal curriculum components in each of five content areas (community systems and behavior, prevention or promotion of effectiveness, practice of community mental health, research and evaluation, and administration) are reported. Availability of training in six sites (community mental health centers, state hospitals, legal, public health, and social service systems) is also indicated for each program. The number of faculty primarily involved in community psychology or community mental health training and principal sources of financial support for graduate students are described. This paper also includes a list of the 62 programs with mailing addresses.

For pre-prints of the article, write:

Meg Gerrard  
School of Social Work  
University of Texas at Austin  
Austin, Texas 78712

## Division 27 Nominations: 1977

EMORY COWEN, *University of Rochester*

By the time this summary sees the light of day, Division 27's slate of nominees for elective offices will have been announced; indeed, members may have already voiced their druthers. Because Nominations '77 was special—and very different from anything we've done before—I want to take this means of describing briefly: a) how it happened as it did, b) the main "outcomes," and c) what, I think, it all means.

### A) *The new procedure and its rationale:*

In the past, Division 27 nominations have been based on an open appeal to members (usually in the Midwinter Divisional Newsletter) to identify "likely prospects." Those appeals have typically generated a staggering paucity of nominations—a problem that has chronically concerned the division's Executive Committee. There have also been mounting "vibes" and "plaints" from constituents that too much divisional power is centered in too few people. The electoral process is one way to redistribute power.

These issues were fully aired at the 1/77 Midwinter Executive Committee meeting leading to the adoption of the "Spielberger Plan" (named in honor of its main advocate—a past President of the Division). That plan called for sending individual, return-mailer solicitations to all division members, using a central-APA mailing process. The ultimate tribute to the Executive Committee's concern about the issue was its willingness to fork-up cold, hard (scarce) divisional cash, to "spring" the new voting mechanism.

### B) *Main outcomes:*

By and large the new system "worked" very well, even though it wasn't entirely "bug-free". APA assured us that the ballot was mailed to all 1300 division *aficionados* on 2/18/77. And, since bona fide returns were indeed received as early as 2/25, that had to be so. However, a certain number (exactly how many we don't know) of ballots *never* reached their destination. To pick a random example: Rochester, N.Y., which happens, coincidentally and unfortunately, to be the domicile of the Chairman of the Nominating Committee, has submitted a sworn affidavit testifying to the *non*-arrival of its ballots<sup>o</sup>—but then again, given our winter snowfall, we were happy to have food! In any case, since X% (exact quantity unknown) of the ballots still haven't arrived, the later data of this report will reflect *underestimates* by an indeterminate fraction.

The following is a "name-rank-serial number" summary of main outcomes. By 4/1/77—the closing date, there were 102 *bona fide* returns. Had each respondent nominated one, and only one, person for President-Elect and for Member-At-Large, there would have been a total of 204 votes. It didn't quite work that way! Some people nominated for one office but not the other; others nominated more than one person for one, or both, offices. And a small percent of respondents used the ballot for other than specific nominating purposes (e.g., editorial comments such as: "It's a great idea but I have no suggestions this year," "Pick people at random from those who would be willing to serve", or personal comments such as: "I don't have any nominations but please—so it shouldn't be a total loss—send me such and such reprint.").

When all was said and done then, there were 227 nominations—91 for President-Elect and 136 for Member-At-Large. These 227 nominations identified 114 *different* people, 24 for President-Elect only, 71 for Member-At-Large only and 19 for both offices. Eighty-two of the 114 people identified (72%) had only one nomination. The most visible single nominee was cited 16 times. It required seven or more identifications to exceed threshold (i.e., to *be* nominated).

As noted above, relatively few people received multiple nominations. Other than the six actually nominated (Newbrough and Zolik for President-Elect, and Chinsky, Danish, Moore and Rappucci for Member-At-Large), 17 people, identified alphabetically below, had three or more nominations:

Aponte, Joseph  
Bard, Morton  
Cohen, Louis  
Dorr, Darwin  
James, Sherman  
McGee, Richard  
Miller, F. Terry  
Monahan, John  
Pierce, William  
Price, Richard  
Rappaport, Julian  
Stenmark, David  
Sue, Stanley  
Todd, David  
Trickett, Edison  
Tyler, Forrest  
Zax, Melvin

Several other features of the returns merit comment. Although the writer does not know each person cited, it was apparent that the identified group was diverse with respect to such variables as: geographic distribution, age, sex, seniority, and academic vs. field locations. There were 16 self-nominations (a healthy sign, in the writer's opinion, of interest in divisional involvement and participation). Thirteen of the nominations for President-Elect were for people who had already served in that capacity.

Given the Division's commitment to minority issues and the active, effective, current efforts of the Division's Minorities Task Force, it is specially heartening to note that at least a dozen of the nominees were known to the writer to be minority group members. (The actual figure may be higher, because the writer could not fully identify this group.) These individuals include Black-Americans, Hispanic-Americans, and Asian-Americans. Collectively they attracted nearly 15% of the total nominations. One minority group member was, indeed, nominated for Member-At-Large. Three others appear on the list of members with three or more citations.

### C) *What does it mean?*

Minor foul-ups notwithstanding, the Division has gone through a healthy, democratic, responsive, nominating process. Membership involvement and candidate identification has been broad-based. Those actually nominated can be assured that they are visible to the membership and seen as attractive potential representatives. Others have been identified who are on the threshold of such a status.

An incidental learning from the current process is that groups that wish to be represented on the ballot (and thus find their way to divisional voice and governance) *can* do so. Whether these groups be: practitioners, the young, minority members, women or whatever, the functional "bottom-line" is clear. If this year's nominating message at all predicts the future, it will take about 8-10 votes to nominate a representative.

In overview, my strongest impression is that this has been a very fair representative nominating process. The procedures followed (for which I take *no* credit) represent a quantum-leap improvement over past practices. I hope very much that the Division will continue to use them.

<sup>o</sup>So as not to besmirch the good name of APA further, I confess that my prodigal ballot arrived on 4/8 (as this report was being typed)—exactly one week after the polls closed.

**DIVISION OF COMMUNITY PSYCHOLOGY  
of the  
AMERICAN PSYCHOLOGICAL ASSOCIATION**

Application for Membership

Name: \_\_\_\_\_  
(Last) (First) (Middle)

Preferred mailing address: \_\_\_\_\_  
\_\_\_\_\_  
(City) (State) (Zip)

APA Membership Status: Fellow \_\_\_\_\_ Member \_\_\_\_\_ Associate \_\_\_\_\_ Student \_\_\_\_\_ None \_\_\_\_\_

Division 27 Application as: Member \_\_\_\_\_ Affiliate \_\_\_\_\_ Student \_\_\_\_\_

Education: \_\_\_\_\_  
(Highest Degree) (Date) (Institution)  
\_\_\_\_\_  
(Major Field of Study) (Minor Field of Study)

Present Position: \_\_\_\_\_  
(Title) Employer (Date)

Briefly describe your interests and activities relevant to community psychology.

This is/is not a renewal application.

Date: \_\_\_\_\_ Applicant Signature: \_\_\_\_\_

Please return completed form to: Darwin Dorr, Ph.D.  
Membership Committee Chairperson  
Highland Hospital  
Division of Duke University Medical Center  
Box 1101  
Asheville, NC 28802

Please do not write below this line

Action: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**CHANGE OF ADDRESS FOR  
STENMARK**

David E. Stenmark, Ph.D.  
Director of Clinical and Community Psychology  
Department of Psychology  
University of South Florida  
Tampa, Florida 33620

**DIVISION 27  
REGIONAL COORDINATORS  
1976-1977**

| <i>Regional Coordinator</i>   | <i>Student Representative</i>  |
|---|--|
| <b>Southwest</b>  |  |
| Dr. Karl Slaikeu<br>Counseling and Psychological<br>Services Center<br>University of Texas<br>Austin, Texas 78712<br>512-471-3515 | Brian Wilcox<br>Department of Psychology<br>University of Texas<br>Austin, Texas 78712                         |
| <b>West</b>   |  |
| Dr. Rodney Nurse<br>2976 Summit<br>Oakland, California 94609<br>415-864-3101  | Bonnie Burstein<br>11874 Beatrice Street<br>Culver City, California 90230                                      |
| <b>Midwest</b>  |  |
| Dr. Edwin Zolik<br>Dept. of Psychology<br>DePaul University<br>2323 N. Seminary St.<br>Chicago, Illinois 60614<br>312-549-6950    | Michael Zevon<br>Department of Psychology<br>75 East River Road<br>Minneapolis, Minnesota 55455                |
| <b>Rocky Mountain</b>   |  |
| Dr. William F. Hodges<br>Dept. of Psychology<br>University of Colorado<br>Boulder, Colorado 80302                                 | to be elected  |
| <b>Southeast</b>  |  |
| Dr. Robert Mattson<br>Dept. of Psychology<br>Virginia Polytechnic Institute<br>Blacksburg, Virginia 24061                         | Paul Marcus<br>Center for Community Studies<br>Box 319<br>George Peabody College<br>Nashville, Tennessee 37203 |
| <b>Northeast</b>  |  |
| Dr. Steven Danish<br>S105 Human Dev. Bldg.<br>Pennsylvania State University<br>University Park, Pa. 16802                         | Ann Mulvey<br>The Graduate Center<br>33 W. 42nd Street<br>New York, New York 10036                             |

## Regional Reports

### EASTERN PSYCHOLOGICAL ASSOCIATION STUDENT MEETING

A group of about 30 students and faculty attended the EPA student meeting organized by Kevin Conter, Mark Ginsberg and Anne Mulvey, the Eastern region student representatives Jack Chinsky, John Gerdes and Ramsey Liem were invited as resource people. We all engaged in an informal discussion of community psychology including general theoretical concerns of the field as well as issues of particular interest to students.

The perennial questions of the meaning (or meanings) of community psychology and of the appropriate intervention point(s) of the field were thrown around as well as whether or not it is important or necessary to reach a common definition. John Monahan circumvents the dilemma by defining himself in terms of the issue or problem area he's involved with at a particular time. For example, introducing yourself with, "I know a lot about the criminal justice system . . .", may communicate more clearly what the individual community psychologist has to offer while avoiding the ambiguity of the more general label "community psychologist". In the discussion about the area of intervention for us as community psychologists various positions were presented with some consensus that while the interest and well-being of individuals is of concern regardless of the level of intervention, the particular orientation one takes from the clinical to the systemic level is also crucial in determining strategies, skills and priorities.

Students were particularly concerned about funding opportunities both during training (dissertation funding, internship opportunities, etc.) and thereafter (the job market). It was agreed by students and faculty alike that the job market we are facing is different from and bleaker than that of our predecessors. Various options were discussed and some clarification of various agencies (NIMH, LEAA, etc.) research interests and funding levels was given. Individual pre-doctoral and post-doctoral fellowships and grants appear to be an expanding source of student funding. There were mixed opinions as to how much funding is available and as to how flexible government agencies are in terms of support for various content areas. Potential constraints of involvement with government agencies were also discussed.

Bob Felner outlined initial plans for a student community psychology conference to be held at Yale in late October or early November. The conference is a continuation of a New England network of community psychology students and faculty who have gotten together once or twice a year for the past couple of years at conferences sponsored by the University of Connecticut, University of Massachusetts (Amherst) and Boston College. The Yale conference provides an opportunity to expand the existing network to include other students and schools in the Eastern Region. Anyone interested in participating in the planning or in attending the conference should contact Bob Felner, Department of Psychology, Yale University, New Haven, CT 06520, or Anne Mulvey, Social Psychology, Rom 608, Graduate Center, 33 W. 42nd St., New York, NY 10036.

## SOUTHEASTERN REGION

The focus of Division 27 activities in the Southeastern Region to date this year has been the Southeastern Psychological Association meeting which was recently held in Hollywood, Florida. Several useful programs were developed by Division members in addition to a Division 27 Conversation Hour. Following an outstanding symposium on training issues in community psychology, discussion continued at a coffee hour for Division members. Although there were several events of interest to community psychologists at the regional meeting this year, one of our goals is to increase the Division's involvement, and especially the involvement of student members, in the 1978 meeting.

One of the most important products of the regional meeting was that some directions were outlined and tasks assigned for further Division 27 activity in the Southeast. The symposium on training emphasized the need for a more critical analysis of the various training issues in community psychology. Therefore, work has been initiated to organize meetings on training in community psychology at the state level for the coming year. Reports of these meetings will then be organized for the 1978 regional meeting in Atlanta. Other needs and tasks that were identified include the following: 1) identify individuals in the Southeastern Region who would be willing to give presentations to colleges and organizations in community psychology, 2) identify individuals experienced in developing community training programs who would be willing to consult with individuals wishing to develop a community psychology training program, 3) create a listing of jobs available for community psychologists in the Southeastern Region, and 4) develop a presentation, perhaps at the 1978 regional meeting, on specific methodologies useful in community research. We would like to identify individuals in the Southeastern Region who can begin to work on these tasks. Therefore, if you can provide some assistance in any of these areas, or if you have any other needs or tasks that you feel should be pursued by Division 27, please contact me (Robert E. Mattson, Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061). Again, all of those interested in community psychology are urged to join the Division and become active in regional activities. Paul Marcus (Center for Community Studies, Box 319, George Peabody College, Nashville, Tennessee 37203) and Jerry Jacobs (107 Richdale Drive 2-B, Thanosassy, Florida 33592) are the Southeastern Student Representatives. They are playing an integral role in coordinating regional activities and they urge students to contact them regarding participation in Division 27.

## SOUTHWESTERN REGION

Division 27 Southwestern Region representatives (Karl Slaikeu and Brian Wilcox) conducted an "open meeting" for members and friends at the spring Southwestern Psychological Association meetings in Fort Worth. A video taped interview of Ira Iscoe by Beulah Hodge provided stimulus for discussion of continuing education issues in community psychology. The meeting drew participants from universities (students and faculty), mental health centers, and correctional settings. Participants expressed considerable interest in a workshop at next year's meeting (New Orleans) which would focus on the variety of legal issues which arise as a part of both clinical and community activities, as well as continuing education on questions of accountability in the delivery of human services. A workshop in at least one of these areas for next year was discussed.

## MIDWESTERN REGIONAL ACTIVITIES

The major activity in the Midwest this year consisted of a full-day forum of informal discussions on topics related to Community Psychology-Community Mental Health. This program was organized by the author and Len Jason and conducted on May 6, 1977 simultaneously with the Annual Convention of the Midwestern Psychological Association. Two or three discussion leaders were scheduled for every hour between 9 a.m. and 5 p.m.

Topics and the discussion leaders were: Evaluating C and E Services, Rick Ketterer; Child Abuse and Neglect, Sheila Ribordy; Developing Community-Oriented Children's Services, David Glenwick; Working with CMHC Boards, Neil Hochstadt; CMHC Programs and Administration, John Muldoon; Community Psychology Networks and their Development, Robert Felner; Preschool Preventive Interventions, Judy Kramer; Preventative Programs in CMH, Leo Levy; CMHC Program Evaluation, Paul Sherman; Designing Community Training Programs, Wade Silverman; Natural Helping Systems, Julian Rappaport; Practical Problems in School Based Interventions, Joseph Durlak; Issues in Training, Kenneth Heller, Judy Kramer, and Edwin Zolik; and Open Meeting on Student Issues and Interests, Mike Zevon, Edwin Zolik, Judy Kramer and Len Jason.

Slightly more than 200 people attended the various sessions and many commented that this format for sharing ideas was a most welcome and meaningful contrast to the typical convention paper sessions. These spontaneous comments are a testimonial to the discussion leaders to whom sincere thanks are extended for their participation. In addition, based on the number of requests to continue such a format in future years, we plan to schedule a similar meeting next year. Input for topics and discussion leaders is requested from Division 27 members.

Other activities included the promotion of time allocated to community psychology topics by the convention program committee. This year, in addition to the typical clinical sessions, two paper sessions and a symposium were scheduled on community psychology topics.

## ROCKY MOUNTAIN REGION

Limitations of time and money led us to not sponsor any activities at the Rocky Mountain Psychological Association meetings held in Albuquerque this year. Next year the meetings will be held in Denver, and we hope to sponsor a 'town meeting' of people within the region who are interested in community mental health issues.

### State Associations

Division 27 Newsletter would welcome statements of activities from State Associations with active groups of persons involved with Community Psychology. Correspondence from interested persons should be directed to the Newsletter Editor.

# Program Evaluation in Community Psychology

## A FEASIBLE STRATEGY FOR EVALUATING OUR OWN PROGRAMS

*BRENNA H. BRY, Graduate School of  
Applied and Professional Psychology,  
Rutgers University*

I wrote in the last *Newsletter* evaluation column that program evaluation research is designed to provide better service instead of discover new knowledge, which is the function of traditional research. In response, Glenn Snelbecker of Temple University wrote that he describes traditional research as being concerned with "knowledge acquisition," while program evaluation research is concerned with "knowledge utilization." Furthermore, as Tony Broskowski implied in his printed response to my last column, Glenn feels that ". . . we should be exploring the approaches of accountants/auditors or the design strategies of architects and engineers; these professional groups focus more explicitly on knowledge utilization . . ." I agree whole-heartedly and sense consensus developing about the definition of program evaluation research.

In this issue I would like to discuss how practicing community psychologists can evaluate their own programs. As in the last issue, I am hoping my dogmatic statements will stimulate dialogue. To insure that at least one other view is presented, I have asked Ed Seidman to write a simultaneous response.

How can we evaluate our own programs? To do so, we need to compare (1) the state of affairs when a program is available with (2) the state of affairs when that program is not available. The answer to (1) is fairly easy to determine, but it is not enough. Reporting only what the state of affairs is when a program is available may mislead decision-makers.

For instance, I found that the grades of some students in a prevention program had gone down in one school. The program would have been discontinued if I had not also found that the grades of some other students, who could have been in the program except that a coin toss excluded them, had gone down to a statistically greater extent.

The most difficult task in program evaluation research is determining what the state of affairs would be if a program were not available. Many people feel that random assignment is unethical. I have two responses for that fear. First, until we have evaluated the effectiveness of a particular program, we do not know if we are doing someone a favor or disfavor by withholding it from them.

I have conducted a program where the group leaders were feeling good about the effects of the program, but the data showed that the students who had been assigned randomly to the program earned significantly lower grades in school than did the students who were not assigned. In fact, two of the program students were retained in seventh grade; whereas none of the other students were retained. We certainly were not depriving the control group of something they had a right to when we deprived them of the effects of that program!

My second argument rests on the assumption that there are not enough resources to provide community psychology programs for everyone who needs them. As long as this assumption is valid, people with certain characteristics will be arbitrarily excluded from programs—because they were referred too late or they didn't have a telephone or they were absent from school on certain days. Random assignment eliminates this arbitrary discrimination; everyone has an equal opportunity to be chosen.

I have found that when I am clear that it is not unethical to use random assignment, I can persuade administrators that it is necessary. Then I just ask a school or agency to identify twice as many people as can possibly be served and use a random numbers table to determine who will be exposed to the program first. I have found this method to be a feasible strategy for evaluating the effects of my community psychology work.

## RESPONSE: FROM PROGRAM EVALUATION TO IDENTITY ISSUES FOR COMMUNITY PSYCHOLOGY

*EDWARD SEIDMAN, University of Illinois  
at Urbana-Champaign*

I would like to express my appreciation to Brenna Bry for this opportunity to participate in what I hope will be a continuing dialogue. As you will see by my comments I think the theme of program evaluation crystallizes a variety of more encompassing issues which are central to the development of an identity (or identities) for community psychology. Given the space limitations, I can only raise these issues in the hope that their brevity will not obscure their importance. Before addressing the issues raised in Brenna Bry's column I feel compelled to take another look at the program evaluation issues addressed by Brenna and Tony Broskowski in the November *Newsletter*.

The central theme in both columns is that program evaluation is to be employed to aid decision-making and planning. Consequently, it is viewed as a service function, although there appears to be some mild disagreement over whether the evaluator should be more external to the program versus more integrally involved. In either case, while it is not unique to these writers, I find this exclusive service role emphasis quite alarming for several reasons. First of all, it places the Community psychologist in the role of handmaiden to a set of preordained standards of efficacy. I would hope, given that many of our roots are in clinical psychology, we would not repeat the mistakes of the past. Here, I am referring to clinical psychology's enthusiastic acceptance of the role of psychological tester to aid psychiatric decision-making, i.e., labeling. History amply demonstrates that for the most part the adoption of this role simply perpetuates an existing system and creates more problems than it solves. And more generally, a belief in the existence of a well refined set of skills or technology has led to an increasing trend toward professionalization which soon becomes a strong force of resistance to change. This would be a paradoxical outcome for those of us interested in facilitating as well as understanding the nature of social change. Is this a model we wish to adopt for our own functioning as well as for the training of future community psychologists?

The second point, and related to this, is the implicit acceptance of the decision-makers criterion of efficacy (as implied by Broskowski). This is based on a number of unexamined premises which frequently lead to the unwitting selection and formulation of the "wrong" problem. These unexamined premises seem to determine not only the criterion, but what is observed and measured. The criterion is frequently conformity to the single standard of competence or adjustment implicit in our dominant societal values, and consistent with those values, paradigms and funding constraints of social science, yet exclusive of the values and concerns of the recipients of our services (Seidman, 1977).



If community psychology is concerned with facilitating the development of a more pluralistic society, it must carefully examine these premises and provide alternatives (Rappaport, 1977). If we seriously pursue such a course I am confident that program evaluation as an aid to decision-making will at a minimum take on a very different image than presently portrayed. We must help create, implement and assess innovations based on diverse sets of conceptions and criteria. This will by necessity lead us to a concern with not only measuring and assessing changes in individuals but changing patterns of transactions between identified groups (e.g., low SES adolescents in legal jeopardy from one parent families) and social systems or organizations (e.g., juvenile justice system) (Seidman, 1976). This will further necessitate a movement from (a) a static focus to a concern with processes over time, (b) from a unidirectional causal paradigm to a mutual causal paradigm, and (c) a continued development of a multi-method, multiple perspectives conception of research.

This brings us to the third point—research to know versus research to act, presumably analogous to the process-outcome distinction. Outcome (or impact) research seems to be more greatly valued than process research. However, I feel this linguistic distinction fosters an inappropriate conception, in that both process and outcome research go hand-in-hand as in a gestalt; both are important, and neither “ideal” action nor “ideal” knowledge is achieved by either the disregard or minimization of one type of research or the other.

Turning to the preceding column, Brenna Bry argues for the salience and feasibility of employing a control group. While I wholeheartedly agree, it is neither enough nor is it always possible. In stating that it is not enough I am, in part, referring to the exclusive outcome orientation once again. Simply for improved action, process aspects of the research endeavor can tell us a great deal, even if we only intend to generalize to the same setting a second time.

For a number of questions, particularly those that are *not* evaluating service delivery to individuals, a “true” control group may be insufficient or inappropriate (see, for example, Delaney, Seidman, & Willis, 1977). Policy suggestions need to be based on a solid foundation of program evaluation/evaluation research (Seidman, 1976). Here what is needed is *staged innovations* (Campbell, 1969) and the coupling of randomized experiments and approximations to experiments. (Boruch, 1976).

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## Community Action

### INTERDISCIPLINARY TRAINING PROGRAM FOR COMMUNITY MENTAL HEALTH PROFESSIONALS

The Department of Mental Hygiene of the State of New York is presently involved in the process of de-institutionalizing the mental hospitals and increasing the mental health services in the community. Most mental health professionals have traditionally been trained for the delivery of services either in private practice or in institutional settings. Most of them are not adequately prepared for a transition to a community mental health center, which makes much broader demands on the professional as its client is not only the individual patient, but also the community at large. Service needs are not restricted to therapeutic and rehabilitative ones but include prevention and community action programs. With decentralization, the professional will be faced with hitherto unknown administrative, managerial, evaluative and possibly political tasks.

In order to help the professionals cope with the demands arising in community mental health work the creation of an interdisciplinary doctorate of arts program in community mental health is presently under consideration. Topics proposed for inclusion in the curriculum are taken from several fields outside of psychology such as social work, sociology, administration and management, law and political sciences.

Before finalizing an inter-disciplinary program proposal, we would like to invite community psychologists involved in training programs, interdisciplinary or otherwise, as well as community psychologists interested in training issues to report their experiences, findings and suggestions to us so that we may take them into account in order to create a realistic and useful program.

Please send your comments to:

Dr. Erika Wick, Professor  
Psychology Department  
St. John's University  
Grand Central & Utopia Pkws.  
Jamaica, N.Y. 11439  
Telephone: (212) 969-8000, Ext. 369

All replies will be greatly appreciated.

## Community Action

Readers are invited to submit brief (250 word maximum) reports of research, programs, or projects about which they would like to correspond with other community psychologists. These reports will be published as space permits, with a request that interested community psychologists contact the author.

## Dialogue

### RE: THE PRESIDENT'S COLUMN

In the November 1976 issue of the *Newsletter*, Barbara Dohrenwend suggests that community psychologists ought to focus on (1) understanding the epidemiologic factors associated with psychological disorders and (2) reducing the incidence of particular psychological disorders (I wonder if she really means prevalence). Most members of Division 27 seem to work in community mental health settings or train others for these. They are therefore likely to resonate favorably to Dr. Dohrenwend's position. In fact, I suspect that virtually all organizations of mental health workers would accept this position as a proper area of interest for their members. Note, however, that within APA, epidemiologic factors are an explicit focus for Division 34 (Population and Environmental Psychology). If Dr. Dohrenwend's second proposal isn't trying to save the world, it isn't much more modest than that. Most mental health workers (including a predominance of members of Division 12) approach this goal by offering consultation to other professionals and institutions. I suspect that Members of Division 12 do at least as much of that work as do Division 27 members. If this analysis is on target, then it suggests a reason for the decreasing membership of Division 27: Why should people join Division 27 when Division 12 concerns itself with the whole range of mental health issues and Division 34 with environmental issues?

From the beginning of Division 27's existence, a minority of us have been working with community residents on what concerns them, rather than worrying about "psychological disorders." I work with people in local neighborhoods who are fretting about crime, schools, food, the plight of the elderly and similar problems. I do not usually know much about the content of these areas. But as a psychologist, I know a good deal about helping people to gather information, work together and evaluate the effects of what they are doing. If community residents can learn some of these ways of approaching issues, they will rely more on their own and each other's resources than on professional help-givers. The hoped for result is a greater degree of individual and community self-reliance.

Mine is, of course, only one possible "model for community psychology" and I hope that others are experimenting with other approaches. But we need approaches that are focused on some sense of the term "community," a profession that is more concerned with the realities of living and perhaps changing the conditions of living than with professional credentials, status and academic legitimacy. I am somewhat encouraged that the Division 27 Task Force on "Entry Level Training" opposes the guild-building efforts of Division 12 and ABEP. I am also pleased to see younger people like Phil Berck questioning the relation between rhetoric and practice. But our current President and probably most of the members remain wed to the mental health field. I know that this is where the money and jobs are, but I don't believe that most of them work mainly for selfish and cynical reasons. Why then this state of affairs?

Jaques Kaswan  
Professor  
The Ohio State University

## REPLY TO PROFESSOR KASWAN

Professor Kaswan's letter tells me that I did not make myself very clear in my message in the November *Newsletter*, which I titled "Primary Prevention of What?" The fact that he thought I meant to say prevalence instead of incidence suggests that, despite the title, my exclusive concern with primary prevention got lost in the course of my argument. In any case, I did mean to focus on primary prevention and, therefore, my recommendation is compatible with work in the community of the kind that Professor Kaswan advocates. The problem I meant to emphasize is that at present I think we lack a clear rationale for our community activities.

Barbara Dohrenwend  
President, Division 27

### RE: THE BRY AND BROSKOWSKI COLUMNS

There is a sense in which these two comments are consonant. Roughly speaking, Bry uses the terms "program evaluation research", "program evaluation" and "evaluation research" loosely and interchangeably to refer to what Broskowski calls "program evaluation" (PE), and Bry's "traditional research" would probably incorporate Broskowski's "evaluation research" (ER). The respective definitions are not necessarily equivalent, but agreement in categorizing examples would probably be high.

This type of distinction, usually following the terminology suggested by Broskowski, seems to be gaining acceptance in the evaluation literature. The criterion for the distinction remains a little fuzzy. On an abstract level, ER should be oriented toward generalizability and theory, PE toward support for management decision making. The shorthand for this distinction however, is all too often a statement about different levels of methodological rigor. These two criteria may be correlated, but they are not equivalent. My personal preference would be to base the distinction on the purpose of the study, theory vs. management support. Then debate can proceed as to whether a particular study is good evaluation research, based e.g., on its degree of rigor, or good program evaluation, based e.g., on whether it was useful in a decision process. It should be recognized that it is possible to use the same data to do good evaluation research and good program evaluation, but it is unlikely that one could use the same report to do both, because the needs are too different. More importantly, it should be recognized that the two activities are intrinsically different, and that neither is appropriately judged by the primary criterion of the other.

My impression is that there has been a tendency for program evaluators and evaluation researchers to develop into divergent pathways. Theory development (ER) is likely to occur in environments which are unstructured and nondirective and the product is likely to be abstract and non-immediate. Universities and related institutions can tolerate this, within the limits of the ground rules established. Service agencies generally cannot. However, the academic ground rules have come to virtually require at least lip service to a theoretical orientation, since theory development, provided it is well, i.e., rigorously done, and published in professional journals, is the road to professional recognition. It is natural then that the academicians are primary generators of ER and that ER is focused toward other academicians rather than managers.

Managers, on the other hand, need to make decisions. Research or evaluation may be helpful, but it is always expensive. It will therefore have to justify itself in terms of "usefulness". Such evaluation will almost always be done under conditions unfavorable to rigor (e.g., not enough time, money or control) and will almost always touch on a variety of content areas (e.g., politics, policy planning, economics, clinical, medical, etc.) and techniques (e.g., measurement, statistical theory, systems or operations research, computer techniques, communications or political skills, etc.) foreign to any single professional. Thus it requires behavior in which few established faculty are willing to engage, and which few established departments are willing to tolerate (for long) in junior faculty. In short, PE does not readily support professional survival. ER does, when it is practiced in a way which makes it unsuitable for utilization in applied settings. Utilization, however, is a central criterion, or at least a *sine qua non*, for usefulness.

Apparently, there is strong investment in these resulting points of view, because there does seem to be an unfortunate degree of polarization along the lines described, accompanied on both sides by a striking lack of understanding of and respect for the purposes and functions of those on the other. The bridging of the PE-ER functions, it seems to me, must be based at least upon the following considerations:

1) Both sides must be sensitive to the other's characteristics and needs. Primarily, however, theoreticians need to be constantly concerned with the applicability and utilizability of their ideas.

2) Sources for ideas and methodologies should be broadened. No single disciple has the scope by itself to be a base for successful theory and application. Evaluation—theory and practice—is inherently multidisciplinary.

3) Increased communication and more systematic dissemination, not only of theory to potential users, but of PE studies to other users (to provide ideas for new applications) and back to theorists, who can scarcely be expected to operate well without some real descriptive base.

There have been a few people all along operating in this mediating role. I think there is currently some increase in the desire to bring theory and practice together. The trick will be the definition of some professional niche which will support adequate levels of credibility in both the theory-oriented and management-oriented cultures. This will probably have to be accomplished on an individual basis, since there does not seem to be a great deal of support for it from either establishment.

Gary Cox  
University of Washington

## Videotape on Community Psychology

The response to a notice in the spring issue of the Newsletter about the color videotape on Community Psychology has been very encouraging. This half-hour cassette features an interview with Ira Iscoe by Beulah Hodge, skilled interviewer of the PEOPLE AND IDEAS program, Station KLRN, University of Texas, Austin, Texas. Rental fee: \$10, including postage (one way). All profits will go to Division 27. Write to: Community Psychology Program, Benedict Hall, University of Texas at Austin, Texas 78712.

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#### CONTACT:

Tom Sims  
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660 Gallatin Street  
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## CALL FOR PAPERS

The Journal of *Crisis Intervention*, now in its eighth year of publication, is calling for special articles which review the literature covering applied research and development of stress and crisis services. Numerous evaluation studies and research reports have been published containing factual information regarding the effectiveness of stress modulation, problem-solving techniques, crisis intervention and specialized services to help rape victims, the physically abused and the bereaved. Applied research from the first half of this decade indicates that there will be a continued demand to disseminate these findings. Therefore, the editors of the Journal of *Crisis Intervention* will give priority to papers that review the literature, present historical summaries, and evaluate current developments in the many areas that focus on brief, short-term community-based services. The journal will continue to promote models for home-based care that utilize a network approach to problems in living.

The journal is published four times a year by the Crisis Intervention Institute and the Institute for Training in Crisis Intervention, Buffalo, New York. Manuscripts should be submitted in duplicate with an abstract following the format of the APA and should not exceed 20 pages unless submitted as a special monograph. Brief reports or commentaries of one to four pages may also be submitted. Address inquiries to: **Charles H. Haywood, Ph.D., Editor, *Crisis Intervention*, 3258 Main Street, Buffalo, New York 14214.**

**NOTE:** A special Symposium comparing crisis intervention and problem-solving services will be presented at the APA Convention in San Francisco on August 30, 1977. Check Convention Bulletin, Division 27, for details.

## DIVISION 13 SEEKS NEW MEMBERS

The Division of Consulting Psychology (Division 13), APA, seeks members or fellows from this division who spend a significant percentage of their professional work time providing consultation in one or more areas of expertise. If you work as a consulting psychologist to individuals or organizations, providing specialized technical assistance with regard to the psychological aspects of their work, we invite you to join Division 13. Information regarding application or acceptance as a member or as a fellow (there is no associate membership in the division) can be obtained from:

Dr. Carl Morgan  
University of Kansas Medical Center  
39th and Rainbow Boulevard  
Kansas City, Kansas 66103

## DIVISION 36 SEEKS NEW MEMBERS

Division 36 (Psychologists Interested in Religious Issues) is interested in hearing from any APA members who wish to join the division. The purpose of the division is (a) to encourage and accelerate the development of research in the psychology of religion and related areas, and (b) to facilitate the integration of research findings on religious issues with current psychological theory and professional practice. Those interested in joining may receive a membership application by writing to **Paul Centi, Siena College, Loudonville, New York 12211.**

## FIELD TRAINING AND INTERNSHIP MANUAL AVAILABLE

The Internship and Field Training Task Force of the Division 27 Education and Training Committee has completed a fall, 1976 revision of the manual which first appeared early in 1976. This manual deals with the variety of community psychology field experiences available, how to find or create innovative placements, and how to assess prospective placements. Copies of the manual are available for \$2.50 from **Dave Stenmark, secretary-treasurer, Department of Psychology, University of South Florida, Tampa, Florida 33620.** Make checks payable to Division 27.

# COMMUNITY PSYCHOLOGY IN TRANSITION

## *Proceedings of the National Conference on Training in Community Psychology*

*Edited by  
Ira Iscoe, Bernard L. Bloom and Charles D. Spielberger*

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