



NEWSLETTER

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President's Message

Charles D. Spielberger
University of South Florida
Tampa, Florida

In the November, 1974 issue of the *Newsletter*, I indicated that my goals as President of the Division of Community Psychology were to give priority to four general areas: (1) stimulation of input from members regarding Division programs; (2) convening a major conference on training in community psychology this spring; (3) increasing the membership of the Division by 50%; (4) increased representation of the Division on the APA council. While it is much too soon to evaluate our progress, there are some very encouraging developments and trends that I would like to share with you.

The conference on training in community psychology is moving forward under the able leadership of Ira Iscoe and Bernie Bloom. The conference was the major agenda item at the Division Executive Committee meeting in New York, January 10-12. The EC decided that the conference should focus on graduate education and field training in community psychology. Elsewhere in this *Newsletter*, Iscoe describes the activities that are planned for the conference. Bloom is working hard on pre-conference materials. There has been tremendous interest in the conference. Perhaps the most difficult task that faces Iscoe's committee is the selection of 80 participants from more than 400 outstanding applicants.

New members of the Division are voted in once each year at the annual meeting, so it is not possible to report any concrete results from our membership drive. But Membership Chairman, Terry Miller, advises me that he has received substantially more requests for applications than during the preceding two years, and that applications for student membership have increased greatly. Furthermore, the APA has notified Betty Kalis of 400 inquiries about Division 27 that accompanied dues payments, more than double the number we received last year. The most critical period for enrolling new members will be at the forthcoming spring meeting. Please invite and encourage colleagues with substantial interests in community psychology to join us.

There is good news with regard to Division representation on the APA Council. We have just been notified that the Division will have two representatives for 1976 as compared to only a single representative at the present time. We must proceed immediately to elect another representative. Please write to Wil Edgerton, Chairman of the Nominations Committee, or use the form provided in this *Newsletter* for your recommendations.

Finally, I am pleased to report that we have had input from a number of members with regard to Division programs, and volunteers to work on Division committees. Barbara Dohrenwend has been working closely with the Regional Coordinators regarding activities at the Spring Regional meetings. The names of the Regional Coordinators are listed in this issue of the *Newsletter*. Please correspond with them or me concerning your interests or recommendations for the development of Division programs.

Regional Meetings

Southwestern Psychological Association: April 17-19, 1975; Houston, Texas. (The Division 27 meeting will be on Friday, April 18, from 10:30-12:30. We will have some coffee and doughnuts. Y'all come!)

Southeastern Psychological Association: Mar. 26-29, 1975; Atlanta, Georgia.

Eastern Psychological Association: April 3-5, 1975; New York City.

Western Psychological Association: April 24-26, 1975; Sacramento, California.

Midwestern Psychological Association: May 1-3, 1975; Chicago, Illinois.

Rocky Mountain Psychological Association: May 7-10, 1975; Salt Lake City, Utah.

Fellowship Nominations: 2nd Call

Applications for Fellowship status have been slow in coming in. In order to be acted on at this year's APA Meeting in Chicago, dossiers must be completed no later than May 15, 1975.

If current Division 27 Fellows know of worthy candidates, they should send nominations to the undersigned as soon as possible.

Melvin Zax, Chairman
Division 27 Fellowship Committee
University of Rochester
Center for Community Studies
575 Mt. Hope Avenue
Rochester, New York 14620

For Immediate Action!

CALL FOR NOMINATIONS

Division 27 Members and Fellows:
Please write your nominations for the following Division 27 offices in the spaces provided, and mail right away to:

J. Wilbert Edgerton, Chairman, Nominating Committee
Wachovia Building—Suite 504
225 Green Street
Fayetteville, North Carolina 28301

President-Elect _____

APA Council _____
(Sign either your envelope or your nomination slip.)

DEADLINE for receipt in Fayetteville: March 31, 1975

National Conference on Training In Community Psychology

Austin, Texas

April 27-May 1, 1975

SPONSORED BY Community Psychology Training Program, Department of Psychology, The University of Texas at Austin;

SUPPORTED BY funds from Division 27 (\$2000), The Hogg Foundation for Mental Health (\$2000), and flash, just received—NIMH (about \$12,000)

CONFERENCE PREVIEW

Ira Iscoe

Director, Community Psychology Program, The University of Texas
Coordinator, National Training Conference

This article will hopefully bring the Division members up to date on the status of the conference, plus sharing with them the problems that are faced and the main thrust of the conference as agreed upon by the Executive Committee and the Conference Planning Committee. Many of the plans were firmed up at a hard-working Midwinter Meeting of the Executive Committee, January 11, 12, 13, New York City, which representatives of the Planning Committee attended. There is therefore a gratifying unanimity which makes it easier to proceed with conference planning. We are convinced that the Austin conference will be an important milestone for community psychology and that new directions will be charted for this rapidly developing field.

Much has happened in the ten years since the Boston Conference was called to consider the involvement of clinical psychologists in community mental health. Enormous changes have taken place in our conceptions and delivery of human services, and our priorities as to problems have drastically changed. Concern with severe emotional disturbances and the neuroses have given way to problems of living, public policy issues and strategies for intervention and prevention of incompetence and dependency. It's time to take a look at where we have come from, where we are, and where we go for the next ten years, or more realistically, five years. That's what the conference is all about.

Thrust of the Conference

How does one go about dealing with the many important issues facing community psychology today? The definition of community psychology, the distinction between community and clinical, the knowledge base, professionalization, levels of training, when is a community psychologist a community psychologist and who says so, actual and potential sources for training support and later employment, the ethics of social intervention, continuing education, field training, social policy, inter-disciplinary relations, and conceptual frameworks are some of the major issues. All of them deserve much discussion; all must eventually be addressed. No three-day meeting however intense and hard-working will be able to deal with all of these issues in a constructive manner. The Planning and Executive Committees have decided that the main thrust of the conference will be on the issue of *training* in community psychology. Once we have a better idea of who we train, why we train, for what type of work we train, and at what settings, for what purposes, community psychology will be in a much stronger position to address itself to other important issues. The Division has taken the position and is laying plans for a continuing dialogue with the membership and psychology as a whole on the many issues we face. The Division recognizes how rapidly the field is changing and the need for up-to-date communication and continuing education if we are to have a viable community psychology.

Operation of the Conference

The unanimous decision to emphasize preventive and interventive activities for the fostering of competence and effective coping skills marks a very important directional change for our Division. It is a step away from the clinical model and could be a large step towards a psychology of health and competence. It implies less passivity in dealing with the casualties or end products of social systems and will demand more active involvement in planning, consultation and evaluation. It bears within it the potential for a community psychology in which community mental health is of course an integral part, but it separates community mental health from community psychology. This is admittedly a bold step and one which will involve an enormous amount of education of employers and a reorientation of many training activities and models in existence today. Some of the decisions may not be comfortable ones for some of the membership. Nevertheless, we believe it will be a forward step in clarifying what community psychology should be and how persons entering the field at various levels should be educated and trained.

Distribution of Participants

It has been decided that the composition of the conference will be as follows: 20% new Ph.Ds (0-6 years out), including recent post-doctoral students; 20% Mid-career (7-15 years); 20% senior persons; 20% graduate students; 10% NIMH, SREB plus foundations; 5% relevant APA Board; and 5% special categories. These guidelines govern the number of participants which, as has been said, has an upper limit of about 80 persons.

Selection of Participants, or How to Make Yourself Unpopular Despite an Attempt at Fairness

So far over 350 inquiries have been received about the conference. It's quite clear that the ten years since Boston have been full of activities and developments which dictate a new conference. Any conference, no matter how well funded and how generously supplied with physical space and support systems, must place a limit on the number of participants, especially one that is scheduled for three days and will involve an enormous amount of work and a variety of group decisions. One of the most urgent needs is to provide the participants sufficient time for exchanges, confrontations, explorations and compromises. One of the dangers to be avoided is the ego trips on the part of individual participants given a national stage. Psychologists are fervent in their beliefs and sometimes some of us are frustrated evangelists. Once or twice in the last ten years Division 27 has come close to a full scale discussion of issues, but always time or a reluctance to become further involved have precluded an effective interchange. The upcoming conference will allow much time for interchange and the eventual hammering out of the compromises that most likely will have to be made.

Who should be invited to the conference? Priorities will be given to those persons currently involved in ongoing training programs primarily at the Masters and Ph.D. level. Participants will also include persons in field training situations including continuing education settings. There will be representation from professional schools and the general guideline for selection will be a hard look at the person's past activities and potential contributions to the purposes of the conference. Of the 350 persons who expressed interest there are at least 250 with excellent credentials. Many of these persons are offering to pay their own way. Others come from training settings that are not as well known and that do not have any funds to send representatives. Understandably then some extremely qualified people will not receive invitations. Limitations of space and the mechanics of communication dictate an upper limit of 80 persons.

Visitors and "Can I Come if I Pay My Own Way?"

The Conference Committee has decided on pretty strict rules. Just because a person has funds to attend the conference does not give them an invitation. We are beset with all sorts of requests and have to take a firm stand. The invitees have been carefully selected and represent the best judgment of the conference committee. Admittedly there will be some errors and unintentionally come persons will feel ignored, miffed, etc. The Committee accepts the responsibility for its errors and omissions, but it must make decisions, and the decision is no uninvited guests, no last-minute drop-ins, and no surprises. There will be other conferences and other discussions. The conferees at the upcoming conference have their work cut out for them and can best accomplish its goals by keeping its numbers limited to the 80 or so that have been decided upon.

Conference Format

With emphasis on training, preconference materials have been solicited (Bernard Bloom, Colorado, in charge) and will be circulated to invited participants at the beginning of April. Each model will be described within the following outline:

- 1) Ideology and Value Base of the Program, including ethics;
- 2) Goals and Objectives, including the kind of professionals the students of the program should be, e.g., social experimenters, change agents, mental health quarterbacks, broad range clinicians;
- 3) Unit or Units of Study and Levels of Operation, e.g., individual, community, social systems;
- 4) Research Areas, including knowledge base. What kind of Research does the program emphasize? From where does it draw its knowledge?
- 5) Technology and Skills Required. What technology and skills are essential to be taught to the students in the program?
- 6) Content Area. What content areas are emphasized, e.g., mental health, welfare, criminal justice;
- 7) Format. How is the program organized? Are there field placements, internships, what courses are required, is it a separate program?

Deliberations about each model will include ideal curriculum, existing curricula, types of field training, sources of financial support, levels of entry, intra- and interdisciplinary relationships, provisions for continuing education, and special problems. In addition each group dealing with a model will consider carefully the best physical and administrative location for the training program, such as an existing Ph.D. program, a consortium of resources, a free-standing school, or other possible combinations. The program will be structured so as to allow much interchange between groups, and there are at least four general sessions, excluding Wednesday afternoon, in which during a general session a panel of participants (including graduate students) will review the recommendations and plans for the future in the light of the deliberations of the conference.

Plans for Dissemination and Continuing Dialogue

The Executive Committee has made definite commitments for wide circulation of the outcomes and deliberations of the conference. A Monograph on the conference will be worked on during the summer and should be available in the Fall of 1975. For APA, Chicago, Division 27 will schedule program time with conference outcomes and recommendations. The Fall '75 Newsletter will be able to put the meeting in some sort of perspective. The Executive Committee hopes to plan a continuation of discussion of issues for community psychology at later national conferences. It is hoped that the regional meetings will also deal with some of the issues. We all recognize that some important areas will be relatively neglected at the Austin conference. However, realistically, we have made a decision, and we are moving to implement it as best we can. Members who feel other issues should be dealt with should certainly give their views to the Executive Committee as well as use the columns of the Newsletter. We are confident that subsequent meetings will be able to deal more constructively with key problems once we have a start at clarifying training functions.

On the Involvement of Younger Psychologists

A new generation of community psychologists has emerged since the Boston conference. It is important that this new generation plus graduates just about to move into the field assume more responsibility, get greater visibility, and provide community psychology with new direction and new inputs. More established psychologists can be of help, and, indeed, the upcoming Austin conference may be viewed as a "passing of the mantle" to the newer generation of community psychologists. More established psychologists can be of great help and assistance to the new and upcoming generation, but the future of community psychology in the next ten years clearly rests with the group that has emerged since the Boston conference. Speaking personally, I am eager for the transfer of power and responsibility. Despite all sorts of problems and a lack of a clear conceptual basis, there is a most promising group of younger psychologists who I am confident will most adequately accept and meet the challenge.

Relationship to Vail Conference, Vail, Colorado, Summer 1973

There have been many inquiries about training in community psychology as it relates to the Vail Conference. Many of the people who will be attending the Austin conference also attended the Vail Conference, and several are on the Implementation Committee for the recommendations of the Vail Conference. Some of the main recommendations of the Vail Conference will no doubt get into the models of training scheduled for discussion at the upcoming Austin Conference.

Conference Program and Procedures

The program is still in the process of being finalized. It is hoped that copies will be available at regional meetings in March and April for those who are interested. The meetings will take place at the Thompson Conference Center, while participants will stay at the Villa Capri Motel some 300 yards away. Students in the U. of Texas Community Psychology Program will assume responsibilities for various important tasks associated with any conference, such as reservations, registration, transportation, and facilitation of communication with members. NIMH's grant to the Division, in the face of decreasing funding for conferences, should be viewed as a vote of confidence in the Division as well as an expression of interest in community psychology. Most of the NIMH funds will be used to pay the expenses for persons in smaller programs, especially members of ethnic minorities. We are assuming that persons from programs of large universities will come up with funds for their representatives to attend if invited. The conference is running on a tight budget, and there will be few frills attached. The purpose will be the conscientious addressing of the issues. Each participant bears a great responsibility to make maximum use of time. The Conference Planning Committee is determined to keep obsessional and ruminative thinking at a minimum and is working for agreement by the participants as to ground rules, stated goals, and responsibilities for various needed products from the conference. The Planning Committee is hoping for a balance between structure and informality . . . structure so that we keep on target; informality so that participants have enough time to exchange views, to gain new perspectives, and of course to enjoy Texas hospitality.

There is great enthusiasm for the conference. We beg the indulgence of those highly qualified persons who cannot be invited. It would be our hope that some persons not able to participate in this conference could receive some priority for later conferences.

Action has been taken on the issuing of invitations, and we now turn to the myriad of details that have to be attended to in order to insure a successful and productive conference.

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.

From The Editor:

It's always a pleasure to find that a new responsibility is more a challenge than a chore. Thanks to the good work of my predecessors, the quiet competence of my associate Editor, the experienced help of Gayle Hill, and the ready cooperation of a number of very busy Division members, assuming the Editorship of this Newsletter has been completely free of trauma. It is hoped that Division 27 members, associates, and students will continue to use the Newsletter as their communication channel and will let us know their needs and ideas.

As a natural outgrowth of the Vail conference and in response to pressures from within our own discipline, Division 27 members are seriously concerned with training philosophies and models. This issue of the Newsletter focuses on conferences—completed and planned—dealing with training patterns in community psychology. The next issue will emphasize plans for the APA meeting in Chicago. We will, of course, welcome letters, news, and articles from our subscribers. The deadline for material for the June issue is May 15, 1975.

CHANGE OF ADDRESS

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

Change of Address notice for members and associates should be sent to APA Central Office. Students and affiliates should send change of address to the Editor via Gayle Hill, Psychology Department, University of Texas, Austin, Texas 78712.

Institute For Directors Of Community Psychology Training Programs

MARCH 9-14, 1975

SPONSORED BY THE CENTER FOR THE STUDY OF SOCIAL INTERVENTION
ALBERT EINSTEIN COLLEGE OF MEDICINE

In a telephone interview with Robert Rieff, Professor of Psychiatry (Psychology) at Albert Einstein College of Medicine and Director of the Center sponsoring this Institute, it was learned that twenty-three invited participants are meeting with four consultants in a week-long intensive series of work-sessions. Dr. Rieff (the recipient of Division 27's first Distinguished Contribution Award in 1974) stated that this Institute is presenting a model of community psychology based on an interdisciplinary social-problem approach, with a focus on social change. In addition to considering a general conceptual framework for community psychology, the Institute is specifically concerned with five main topics, as follows:

1. A Social Perspective on Clinical Psychology;
2. A Social Analysis of the Community Mental Health Movement;
3. Technology and Skills Necessary for Community Psychologists;

4. Research in Community Psychology;

5. Field Work—Integration of Theory and Practice.

The consultants include Dr. Robert Weiss, Chairman of the Sociology Department at the University of Massachusetts. In addition, an expert in the area of field placement training and two representatives of the Mass Advocacy Center in Boston are available for consultation.

Dr. Rieff pointed out that this effort differs from a discussion conference in that it presents a specific point of view and approach. He and his committee scheduled sessions from 9:00 A.M. to 10:00 P.M. every day of the Institute, and the hoped-for outcome will be a course outline, or a series of outlines, for each of the topics under consideration. It would seem obvious that this Institute is providing a significant and important source of input for the Austin Conference in April.

Student Affairs

Tom Glynn
Greenbelt, Maryland

A number of important items of relevance to students were discussed at the Midwinter Executive Committee meeting in New York. In summary:

Election Procedures

Student representatives to the Executive Committee are elected every two years and since there are two representatives, one will be elected each year beginning this year. They are elected from among the regional representatives, who are also elected for two year terms. The procedure in the past has been to elect the regional representatives at the regional psychological association meetings. This year, however, regional elections will be held only in the West; subsequently, there will be an election from among the regional representatives to the Executive Committee. This election will be held in June and ballots will be sent to all student members of the division.

Membership Drive

Based on the hypothesis "divisional numbers equals (potential) power in the APA" the two student members of the Executive Committee will be soliciting membership in the next few months in conjunction with a broader Division membership drive. A letter and application form that can be copied will be sent to a number of schools where interested students have been identified. If any current member wants application forms for prospective members write Tom Glynn or Meg Meyer either directly or through the Newsletter.

Training Conference

The Austin Conference, discussed elsewhere in this issue, was the primary topic of discussion at the Mid-winter meeting. The issue of student representation and participation in the conference was discussed at length, with the result that approximately one-fifth of the conference participants will be graduate students at the masters, doctoral, and internship levels.

APA Convention

It was proposed that the second social hour available to the division at Chicago be used as an opportunity for students who are either members of the division or interested in community psychology to meet. An informal meeting was held in New Orleans that was thought to be very helpful, so it is hoped that an announced time will enable students to plan on attending. A second proposal was that the student representatives seek sponsorship by Psi Chi for a convention hour concerning community psychology and the Austin conference. Psi Chi has agreed to sponsor such a student-oriented panel.

Training Opportunities

Finally, in the near future it is hoped that the student representatives will be able to offer a package which student members can use either for themselves or for recruiting, that will consist of an introductory bibliography, a tape recording which will also be of an introductory nature, and an updated manual of training opportunities in the field of community psychology. Work has begun on all three components, but member input is especially desired with regard to bibliography items. If you have a bibliography or have ideas about what should go into one please send them on, as well as any other suggestions.

Training For The Future

Margaret L. Meyer
Austin, Texas

Some fifty graduate students in psychology met at the City University of New York's Graduate Center on October 24th and 25th to attend a conference aimed at gathering student input on training issues. The Conference, previously announced at APA in New Orleans by Barbara Dohrenwend, was convened by CUNY's Urban Psychology Trainees. Some thirty students from Canada, California, Florida, and Texas as well as the New York area presented papers or participated in panels. Others were heard from through workshop sessions.

Training: basic issues

The dominant response among these participants regarding training was a cry for "MORE!" Most students represented clinical psychology training programs which lacked a significant community component. Some described fruitless attempts to get any formal training, others documented their frustrations with the single course and/or practicum available. Thoughtful theoretical discussions of training were frequently provided by students who were not receiving the kind of training they desired. There was a conspicuous absence of representatives from some of the training programs with fairly extensive and well-defined community psychology or community health components such as New York University, University of Texas, University of Colorado.

Considerable consensus was evident on the necessary elements of community psychology training: One element is supervised practicum experiences beginning early in the student's training period and continuing throughout the training period. Field settings such as the city government, police department sex crimes unit, and a community based pre-release corrections center were described. Not only the practicum settings, but the audiences with which a trainee has contact need to be varied. A second essential element of community psychology training is theory from both the areas of social and personality/clinical psychology, and also the area of environmental psychology and social systems. Community psychologists also need extensive training in evaluation research; for example, process and outcome research methodologies, and epidemiological study techniques. Supervised practice in applying the data received from study, research, and experience is another critical dimension of training. The community psychologist needs a wealth of information from the social and behavioral sciences, as well as exposure to political theory, philosophy, economics, and history. Any training program must allow time for sampling in the fields most closely related to the student's area of special interest. Allowances need to be made for specialization of role and/or subject (e.g. mental retardation, health systems, etc.).

Conference participants also had opinions and suggestions about training techniques. Principal among these suggestions was that students should be involved in the training of other students in a gradually increasing manner, and that this experience of training should be sanctioned by course credit, payment, or other appropriate acknowledgement. In addition, trainees felt strongly that trainers should be evaluated on criteria relevant to performance as community psychologists, not solely on teaching and publication. Community realities which frequently are not subject to academic

calendars need to be taken into account in field training, recognizing that university-community relationships exist for mutual benefit, not just for that of the university.

Both the elements and techniques of training mentioned above assume a broader definition of professional psychology training than that typical of traditional clinical or social psychology graduate education. Some practical questions regarding training history and the current demand for increasing breadth were raised: To what extent is any training simply training in professionalism, and what are the ethical implications of this? How practical (in terms of job availability and career development) are the roles we have chosen? Who and what constitute our communities? What are the ethical implications of each definition and role in relation to that community?

Training: models

Several different models for training in community psychology were described. Two well-defined, operative models and two theoretical models will be briefly mentioned here.

Much community psychology training derives from clinical psychology. The experiences and observations of the students attending this conference indicate that adding a community psychology component onto a well-defined, existing clinical training program is difficult, frustrating, and by definition, limits the scope of the community psychology component. A more satisfying balance of community and clinical skills is reached in clinical training programs which are planned with the goal of integrating training into the community to meet the needs of the community, students, and faculty. The Clinical Training Program at the University of Maryland was described in these terms. Distinctive features of this program include: (1) the "Clinical Field Station, a set of activities, not a place" which serves as a practicum base for students in administration, and as service and field placements for undergraduate students and, (2) collaborative working of faculty and students with the community, especially evident in a reciprocal placement evaluation process involving the students, faculty, personnel from the placement.

Steven Larson and Paula Horn of California State University at Long Beach reflected on their training and proposed a "Community Collective" training model. The collective would encompass a group of students, faculty and community people organized to study community needs, work to meet them, and evaluate the process and outcomes. Such a collective would probably be based in a location in a community and would require that its members learn about community by being a community. Students would learn skills such as agency administration, research and evaluation, funding and budgeting, counseling, agency linkage and community liaison, etc. through the operation of the collective. One advantage of such a training focus would be its relative ease in providing non-academic learning from wisdom of experienced community members and workers. A potential advantage to the collective as a training model would be its attractiveness to minority students who might find it more related to their needs and interests than a conventional university-based graduate education.

A second theoretical model for community psychology training was presented by Julian Ford, William Hutchison, and Edward Harpin of the State University of New York at Stony Brook. Based on an understanding of the community psychologist as environmental designer, their training model includes training in basic clinical and research skills, accompanied by broad exposure to information relevant to the design of socio-physical environments. At any given point in time the trainee is involved in both academic and practicum experiences in research, assessment, consultation, and training. Training and teaching are viewed as essential since the social environmental planner's role is to teach his client the skills necessary for planning and creating his own environment. Consequently, a strong element in the training model is progressive experience in training, ranging from modeling as a Teacher's Assistant, through supervised teaching of undergraduates, to teaching less advanced graduate students. Students were enthusiastic about both the training benefits of such a system, and the potential for relieving some of the teaching and supervisory manpower problems in university programs.

The fourth model of training for "Action Psychologists" comes not from clinical psychology, but from social psychology. This model is represented by the Urban Psychology Training Program in the Social/Personality area at the City University of New York. The program is oriented toward administrative consultation, program evaluation aimed both at determination of effectiveness and at policy making, and program innovation. Training is accomplished by case study, research seminars, and extensive field experience in which each trainee is largely responsible for the direction of his own training. Some supervision and considerable support are provided by regular group meetings which constitute an important part of the training process.

Roles

Numerous roles for community psychologists have been proposed and many were described at this conference. A number of papers dealt with facets of these roles:

1. Consultant: Implicit or explicit in every training program.
2. Scientist (ecologist, epidemiologist, program evaluator, basic researcher).
3. Teacher (educator, trainer).
4. Advocate (broker, politician).
5. Social Innovator (professional critic, organizer, facilitator, "lightning rod").
6. Community Fixture: Although no one paper documented the thesis that the effective community psychologist must be seen as knowledgeable and invested in the community, this view was mentioned often enough to warrant inclusion as a separate role. Some activities (such as researcher) may require less community-specific knowledge than others, but the fly-by-night outside consultant is clearly not an adequate model for the community psychologist.

Ethics

Although many papers directly and indirectly raised issues of ethics, Kathleen Grady's "Uses and Abuses of Psychologists" most succinctly summarized these concerns. Training in community psychology in itself creates ethical problems through its ambiguity, and variation from location to location and person to person. These variations are problematical only insofar as the expectations of others conflict with what the psychologist has to offer. Two ways in which status can create ethical dilemmas were noted: respect

for the Ph.D. may suppress disagreement or the creativity of others; students in field placements may be ignored or manipulated.

It seems clear that the greatest ethical problems lie in the selection of roles in any given situation. How are we to draw the line between professional involvement and tokenism, or becoming system spokesperson, justifier or public relations officer? Some suggestions for increasing awareness of this tight-rope and for not getting ensnared were made. It was the consensus, however, that too little discussion and consideration of ethical issues and alternative responses to them is included in training and professional activities.

Summary

"Psychology in Action: Training for the Future" was an event which documented perceptions of action psychologists currently in training. The flavor of the two days was one of sharing and getting acquainted with others whose experiences were similar. Those in attendance—students and a very few faculty—were impressed with the professional nature of the proceedings and contributions. Information was shared, thinking was stimulated, and horizons were broadened.

Regional Representatives

The following are the Division 27 Regional coordinators and Student Representatives. Look for them at your regional meetings—chances are they will have organized some Division 27 activities and get-togethers. They will also be seeking new members on all levels, so give them a hand and do a little recruiting yourself!

Regional Coordinator

Student Representative

Southwest:

Dorothy Fruchter
2704 Valley Springs Road
Austin, Texas 78746

Margaret L Meyer
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Leonard J. Haas
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Southeast:

Davis Stenmark
Department of Psychology
University of South Carolina
Columbia, South Carolina

Northeast:

Steven Danish
S105 Human Development
Bldg.
Pennsylvania State University
University Park, Pa. 16902

Thomas Glynn
149 Westway Road
Greenbelt, Md. 20770

Community Action

The following items were submitted in response to a request under this heading in the November, 1974 Division 27 newsletter. 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.

CHILDREN'S PARTIAL HOSPITALIZATION PROGRAM

The Mount Vernon Center for Community Mental Health (MVCCMH) in Fairfax County, Virginia, serving a catchment area of approximately 200,000 individuals, has recently initiated a Children's Partial Hospitalization Program serving patients aged two through eleven years. The Children's Intermediate Care Program, as it is known, operates as a joint venture with the Fairfax County Public School Special Educational Department. The school system provides three teachers, three Instructional Aides, and a Head Teacher, while the MVCCMH provides a clinical staffing including a Clinical Coordinator Psychologist, Family Therapist Social Worker, Occupational Therapist, Psychodramatist, and Child Psychiatrist.

We of the Children's Program are now in the unique and highly favorable position of formulating new and exciting treatment programs with which to impact upon our client systems. Our planned approaches will range from behavioral oriented procedures to con-joint family therapy, as well as the more individual-oriented techniques.

A current need which we have identified is for a comprehensive behavioral checklist which may be employed to obtain baseline data on our patient's first day of entry. Such data will be invaluable to our ongoing program evaluations and efforts to determine the impact of our therapeutic interventions. While we have been hopeful in our attempts to derive such a checklist, we would be grateful to receive the suggestions or interested communications of other professionals working within settings and programs similar to ours.

Charles C. Larson, Ph.D.
Clinical Coordinator
Children's Partial Hospitalization
Mt. Vernon Center for Community
Mental Health
Alexandria, Virginia

PERCEPTIONS OF ACCOUNTABILITY

This dissertation research defines and delineates six dimensions of accountability, each of which taps one facet of the responsibilities incurred by a community mental health center with respect to mutually agreed upon objectives and assessment procedures. These dimensions consist of responsibility to users of services, to the community catchment area, to the funding bodies, to the survival and enhancement of the agency itself, to the use of evaluative methodologies, and to the adherence to mental health standards of practice. An accountability model is being developed that proposes specific evaluative activities to facilitate accountability along each of these dimensions.

This accountability project is funded by the Michigan State Department of Mental Health; data is being collected on all fifty-one centers in Michigan. Survey instruments include an "Accountability Questionnaire" designed by the author, the Baker-Schulberg Community Mental Health Ideology Scale, and the Gottsfeld Community Mental Health Critical Issues Test. The aims of the study are to explore the extent of coherence among the dimensions of accountability, to explore the relation between these dimensions and such variables as commitment to community mental health ideology, job role, and setting impact, and to examine dissonances among the various centers and State Department subgroups involved. Particular attention is being given to opinions and recommendations with regard to two areas: Implementation of a set of standards for mental health practice currently proposed by the State Department and the feasibility of making more use of some specific evaluative techniques.

Ms. Margaret A. Rust
Accountability Project, M5242
School of Public Health II
University of Michigan
Ann Arbor, Michigan 48104

PLANNING AND ORGANIZING FOR SOCIAL CHANGE

Planning and Organizing for Social Change is the title of a recently issued report by the Community Intervention Project, which is based at the University of Michigan School of Social Work. This is the first of a series of reports forthcoming from the project, which is directed by Dr. Jack Rothman, and has been supported over the past seven years by NIMH. In this extensive research utilization study, Dr. Rothman and his staff have consolidated over 550 empirical studies into an action compendium for social planners and community organizers.

The report offers research findings and strategy guidance in such diverse matters as: fostering participation by clients in agency decision-making; gaining support of other organizations for an agency's programs; influencing legislators to enact desired social policies; and optimizing the effective use of professionals and para-professionals in delivering agency services. The approach used in the study offers a systematic methodology for applying social science knowledge to issues of social policy and practice. Practitioners' Manual has been prepared as a product of a field test in which a number of the suggested strategies were implemented. This Manual assists practitioners step by step in mastering basic skills for promoting innovation and change in organizations and communities.

In the current phase of the project, a modified version of the Manual is being diffused in community mental health and family service agencies. The purpose of this sub-study is to determine effective ways of disseminating new tools to mental health professionals and of fostering maximum utilization of such innovative techniques in the field. There will be an evaluation of various staff development training models as a facet of this study.

Jack Rothman, Ph.D.
Community Intervention Project
1015 E. Huron
Ann Arbor, Michigan 48104

Dialogue

Note: this is a "letters to the Editor" column, and your comments are earnestly solicited. We hope to get some interaction going here—or perhaps an exchange of research plans, requests for data, pet peeves, serious criticisms, etc., etc.

To the Editor:

I am writing in response to the article entitled "M.A. and Independent Practice" appearing in the November, 1974 issue of the Newsletter. The "pros" section of the article was a thoughtful summary of reasons for supporting independent practice for qualified psychologists with Master's degrees. The "cons" section was rather chauvinistic and gave me the impression that the authors were searching for issues to raise on the "con" side. The "cons" presented in the article seem to reflect two pervasive attitudes of the APA toward full professional rights for qualified psychologists with Master's degrees. The first attitude is that completing a Ph.D. increases the likelihood that a person will be professionally more competent than a person who terminates his graduate training with the Master's degree. There is probably some validity to this attitude. However, it continues to be used as if it were a generally recognized fact.

The second attitude is that if qualified psychologists with Master's degrees are given full membership in APA (and other regional and local groups) they will "take over" our organizations. The article says that, in regard to organizations, the encroachment of Master's degree psychologists "could spell the ultimate destruction of the profession."

These two negative attitudes toward franchising qualified Master's psychologists seem somewhat beside the point. The Ph.D. is not designed as a quality control device. There is probably a correlation between "number-of-degrees-obtained" and competence, but my hunch would be that the correlation wouldn't account for a majority of the variance. Also, I know of a few "way out 'crazies'" who are "bona fide Ph.D.'s" with full practice privileges and membership rights.

My feeling is that the maintenance of quality control must be based on systematic review of practice, qualification for licensure, etc. rather than any "one shot" measure (e.g. a degree, a licensing exam, etc.) If we must discriminate among degrees why not some type of multi-level certification which could require review of practice at all levels. If necessary, the psychologists with Master's degrees could be required to maintain some type of consultative relationship with a Ph.D. psychologist. Needless to say, the review of practice should apply to Ph.D. psychologists as well as Master's psychologists. Review should also include academic psychology at all levels as well as applied psychology.

My feelings regarding the organizational membership issue are less clear. I recognize that Master's psychologists probably outnumber Ph.D. psychologists. Therefore, Master's psychologists could conceivably outvote the Ph.D.'s and "take over" organizations. In the extreme (i.e. a "take over") I would feel this is inequitable for Ph.D.'s. However, we don't know that a "take over" would occur and I feel this elitist attitude needs to be re-examined.

I feel that Master's psychologists have been unfairly disenfranchised. I feel a more equitable stance regarding their licensure and membership status should be adopted by Division 27 and the APA.

Sincerely,
David O. Hill, Ph.D.
Certified Clinical Psychologist
Prairie Village, Kansas

Editor's Note: the above letter was sent to Edison J. Trickett, as former Newsletter Editor, who forwarded it with a recommendation that it be printed. We were glad to do so, and we would like to hear from other members on this topic. Write on!

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