the Community Psychologist

TABLE OF CONTENTS

PRESIDENT'S COLUMN
3 Jean Ann Linney

REGULAR COLUMNS
6 Community Psychology Education Connection
   (Maurice Elias and Jim Dalton, Editors)
   Developing Grant-Writing Skills Within a Community Psychology Course
   Leonard A. Jason and Olga Reyes
8 Community Action (Bill Berkowitz, Editor)
   The Economics of Poverty and Marginality: Some Reflections
   June F. Chisolm
   Community Research at the Neighborhood Level
   Chuck Korte
10 Living Community Psychology (Wade Silverman, Editor)
   An Interview with Pat DeLeon
11 Social Policy (Trudi Vincent, Editor)
   Legislative Update on Federal AIDS Law
   Brian Wilcox
13 Ethnic Minority Issues (Irma Serrano-Garcia and Melvin Wilson, Editors)
14 Jobline (Julie Perelman, Peggy Watkins-Farrell and Olga Reyes, Editors)
15 Book Reviews (Angela Bridges and Stevan Hobfoll, Editors)
17 Poetry (Joseph Galano, Contributing Editor)

BRIEF ARTICLES
19 Developing a Social Support System for Urban Children
   Roy Jung and Leonard A. Jason
21 The Significance of Levels of Analysis, Issues In
   Family/Group/Organizational/School/Community, etc. Data:
   Tales of the Butterfly Consortium
   Abe Wandersman
23 An Evaluation of the First Biennial Conference
   on Community Research and Action
   Joseph Galano and John Nezlek
25 Prevention Coalition Position Statement

DIVISION 27 NEWS
27 National Coordinator's Column
   Regional Coordination Activities
   Anne Mulvey
28 Council of Representatives Report
   Judith E. Albino
29 Division 27 Nominations for Office
   Candidates for President-elect
   Candidates for Member-at-Large
31 Summary of the Division 27 Midwinter Executive Committee Meeting
   Roger P. Weissberg
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Giving Away Community Psychology

Jean Ann Linney
University of South Carolina

For a long time we in community psychology, and particularly those active on the Executive Committee, have talked about being more pro-active in stimulating activities consistent with community psychology perspectives. Unfortunately, more often than not we find ourselves reacting to actions taken by others (e.g., APA, other divisions), grumbling about policies and funding priorities at the federal and state levels, and generally lamenting our perception that community psychology is overlooked.

Several of the concepts quite central to a community psychology perspective imply informed and planned action. For example, prevention, social policy, environmental planning, and action-research in general incorporate concepts of action to correct, ameliorate or avert something negative. In the last few years we have done a reasonably effective job of educating our colleagues in psychology about prevention, community participation, social support, systems frameworks, and the potential of social policy reforms. In some cases our education and dissemination has been so effective that other sub-disciplines and specialties have acted upon these ideas and gone on to claim credit for them. (This is illustrated quite nicely with prevention.)

In the next few paragraphs I'd like to brief you on a few activities in which members of the Division are involved; new initiatives which exemplify some alternative forms of proactive, giving away of community psychology perspectives.

Gary Melton has been instrumental in the formation of the National Consortium for Children, Families, and Law. The Consortium involves six university centers, the University of Nebraska (Gary Melton as director), SUNY at Buffalo (Murray Levine, director), University of Michigan (Ira Schwartz, director), Western Psychiatric Institute and Clinic (Ed Mulvey, director), University of Virginia (Dick Reppucci and Elizabeth Scott, directors) and the University of Hawaii (Cliff O'Donnell, director). One of the activities of this Consortium is a monthly luncheon seminar series for members of the US Congress on topics which might be informed by a psychological perspective.

The first seminar was held at the end of January and focused on recent trends in child and family law and the need for interdisciplinary study of law, children and families. Future seminars already planned include "Foster Care Reform and Prevention of Out of Home Placement" in February, "Child Witness Issues: Children's Participation in the Legal Process" in March, "AIDS and Adolescents: Issues for Public Health Policy and Law" in April, "Family Welfare and Legal Procedures and the Farm Crisis" in May, "Children's Rights in International Perspective" in June, and "Special Education Law: Parents and Children's Involvement" in July. As I understand it, the series is being coordinated by Gary Melton and Brian Wilcox at APA. Many of the key players in this project are members of Division 27. I am pleased to tell you that at the Midwinter meeting, the Executive Committee allocated $500 over the next two years to support this series. The forum created by these luncheon seminars has tremendous potential for influencing the process of policy formation and specific regulations governing the implementation of legislative community psychology.

On another front, Rick Birkel, Director of Prevention at the National Mental Health Association, and Bev Long, Past President of the Association have moved forward vigorously with the development of a National Prevention Coalition. As the press release of September 20, 1988 indicated, the Coalition was formed to "provide visibility to the prevention field and develop consensus for recommendations to policy makers and agencies." The absence of national leadership toward prevention of mental illness and "recent attacks on the concept of prevention as one which take resources away from those with serious mental illness" were cited by Bev Long as stimuli for the Coalition. Seventeen organizations including the American Psychological Association, the American Academy of Child and Adolescent Psychiatry, the National Council of Community Mental Health Centers, the American Orthopsychiatric Association, and the Vermont Conference for the Primary Prevention of Psychopathology have joined the Coalition. Nearly a third of the participants at the first formal meeting were community psychologists including Brian Wilcox, Mark Ginsberg, Ruth Relos, Maria Brown, John Morgan, Rick Birkel, Beverly Long, Steve Danish, Ray Lorion, and Rick Price.

The Prevention Coalition has initiated four task forces, Prevention Research, Program Dissemination and Professional Training, Constituency Development, and Government Leadership. A position paper outlining the need for a national coalition, and its agenda have been prepared and disseminated. The Coalition plans to focus on fact-finding efforts for the coming six months with a full meeting of the Coalition in June. The first of several planned monthly forums will focus on Prevention Demonstration Programs (February forum). For more information about the activities of the Coalition and avenues of involvement, contact Rick Birkel, NMHA, (703) 684-7722.

Maurice Elias and Roger Weissberg have formed a Consortium on the School-Based Promotion of Social Competence. With funding from the William T. Grant Foundation, the Consortium has created the opportunity for social competence researchers to work toward the development of effective, implementable school based prevention activities to promote social competence. Recently the Consortium has considered activities that would encourage both research and intervention in the school in collaboration with school officials. This group of intervention researchers is also considering ways to stimulate the adoption of "state of the art" programs, and in so doing considering ways to give away community psychology.

These are but three examples of current proactive community psychology, one directed at broad policy issues affecting children and families, a second focused on prevention in mental health, and the third school-based program. I am certain that there are more of these sorts of efforts being pursued by Division members. These kinds of activities are important steps toward realizing the visions of Swampscott.
Division Issues

On Becoming a Society, Revisited

Jean Ann Linney
Division President

At the Division Business Meeting in Atlanta during the APA convention, the Executive Committee introduced a motion to change the ByLaws of the Division by adding to the name of the Division. The specific motions was to change the name of the Division to "Society for Community Research and Action: The Division of Community Psychology (27) of the American Psychological Association." There was considerable discussion of the implications of such a change, and sentiment that specific legal details be explored and steps taken to more thoroughly review the issues with the membership. A straw vote on support for the motion was 48 to 2 in favor, however, it was the sense of the group that a formal vote to change the ByLaws at that Business Meeting might be premature. Instead, the Executive Committee voted to include this article in the Community Psychologist, to have a forum for discussion at the Second Biennial meeting in Lansing this coming June, and prepare a mail ballot for a vote of the membership in early summer.

Historical Antecedents. Over the past five years the Division has ventured in several new and exciting directions. We initiated the Biennial Conference on Community Research and Action. The first Biennial conference was a marked success, and judging from the number of submissions for the upcoming second Biennial Conference, this forum appears to be an important place for the community researchers and practitioners to discuss their work. Two years ago we entered into a contract with Plenum Publishing to provide the American Journal of Community Psychology as a benefit of membership in Division 27. Last year the membership voted to confer Affiliate members (non-students who are not members of APA) full voting privileges in the Division. This action was intended to insure that no subgroup of community-oriented professionals was alienated within the Division by virtue of non-voting status. It was an action taken to insure that community practitioners, who may be less likely to be members of the APA, had equal status and influence within the Division. This was also an opportunity to facilitate a more interdisciplinary membership. Two years ago the Division applied for and has finally received independent tax exempt status under Section 501 (c) (3) of the Internal Revenue Code.

A Name as Validation. Over the past few years, as a Division we have begun to operate in quite an autonomous manner. As a Division, we have put our own national conference (with international participation), regional conferences, a journal, a substantial newsletter, rights and privileges of membership which are more inclusive than those of APA, awards to recognize distinguished research and practice, and an infrastructure of Regional Coordinators and Interest Groups to facilitate the pursuit of common interests and professional networks. With all of these developments, the Executive Committee recommended that we bring the name of the organization in line with this set of autonomous activities, and select a name that weds research and practice. Hence, the proposal to add the name "Society for Community Research and Action" to our current designation within the APA.

As Ken Heller described in this President's Column in the Fall of 1987, a name change was modeled after SPSSI (the Society for the Psychological Study of Social Issues), Division 9 of the APA, and Division 14, the Society for Industrial and Organizational Psychology. Some of the more recently formed divisions have also adopted a Society model, e.g., the Society for the Psychological Study of Ethnic and Minority Issues (Division 45), and American Psychology-Law Society (Division 41).

A change in our name does not mean any change in our affiliation with the APA. Some concerns have been raised by members that the Executive Committee's recommendation was a step in the direction of withdrawing from APA. That is not the case. In fact, there has been no consideration of withdrawing from APA. The earliest discussion of any name changes occurred before the "late unpleasantness" within APA. Before the vote for reorganization of APA last summer, there was considerable uncertainty about what would happen to divisions should the reorganization have passed. The Executive Committee was concerned about the future of an organization of community psychologists if the divisional structure were undermined in the APA, however our strategy was to work with other divisions to insure a vital place for divisions in even a reorganized APA. Because of the temporal relationship of the discussions of a name change and the turmoil of secession talk within the APA, it might appear that this action is part of a disaffiliation effort. I assure you that you have observed a spurious correlation.

Another issue raised at the Business Meeting was related to comments about Society status opening membership to non-psychologists. Some suggested that if this were a goal, we should pursue more systematic analysis of exactly what would make us attractive to non-psychologists. It was further suggested that we organize as an umbrella organization to include other societies and associations with related goals. From my six year perspective on the discussions of the Executive Committee with respect to this issue, both of those goals are substantially more grandiose than anyone has intended. We are currently a moderate to small organization with no permanent office or paid staff. Becoming an umbrella organization would involve significant changes in the goals and operations of the organization. I believe we are interested in keeping our doors open and inviting to non-psychologists, but that is quite different than opening doors for the purpose of soliciting members outside of psychology.

Implications of a Name Change. I have consulted a tax attorney specializing in non-profit organizations about the legal implications of changing the name of the Division. They have indicated that so long as we are not dissolving the organization, a name change will not affect our legal status vis a vis Plenum Publishing or our tax-exempt status with the Internal Revenue Service. They indicated that name changes are not uncommon among organizations. Changing our name to include the word Society does not necessarily mean incorporation. That is a separate and distinct issue which will most likely be considered by the Executive Committee this summer following a review of our financial status after filing federal tax returns.

Because of the changes that have already been approved by the membership, (i.e., AJCP, affiliate membership voting privileges) a name change will necessitate only one further amendment to the ByLaws, that is in the description of eligibility for Fellow status. (The current ByLaws define Fellow status as equivalent to that required for Fellow in the APA. This would need to be specified with alternative language.)

Summary and Recommendation. "Society for Community Research and Action: The Division of Community Psychology (27) of the APA" has been proposed as a new name for the Division. The recommendation is made to make our name reflect the dual foci of research and action, and to solidify and further validate the relatively autonomous functioning of the Division. The Executive Committee invited comments on this recommendation. There will be an open meeting during the Biennial conference in June to discuss issues further. The recommendation will be presented to the membership in a mail ballot this summer.
Editors' Comments

Joe Gaiano & John Morgan, Editors

Greetings from your new editors! We are pleased and honored to take on this assignment in the service of the Division, and we are committed to maintaining the excellence established by our predecessor, Lenny Jason. Congratulations, Lenny, on your great job as editor, and thank you for all you help preparing us for our duties.

Our sense is that the Division approached us about co-editorship for two reasons: the task was getting to be very demanding and could more effectively be shared, and we represented a combination of applied and academic interests. One of us (Joe Gaiano) works in a university psychology department but also is involved in a variety of applied projects at the local and state level. The other (John Morgan) works in a community setting but collaborates in a variety of ways with several academic departments.

We view our joint appointment as more than symbolism; it is an affirmation that the Division is committed to continuing and extending its efforts to link researchers and practitioners. We look forward to being participants in this effort. In this framework we hope the Community Psychologist continues to be the major vehicle for sharing information with and between members.

Editorially, we anticipate no major changes, since publication seems to meet the needs of readers and the Division. Content can and will evolve, however, based on your suggestions, so please let us know how things can improve.

We have an outstanding group of contributing editors, who each issue submit material reflecting the best of the community psychology field. In addition, guest editors assemble state of the art papers for various special issues. Special issues being considered include the use of behavioral technology in community psychology, assessment in social ecology, the status of prevention in mental health settings, community psychology graduate and internship programs, work with the clergy and congregations, and others. Let us know if you want something covered in a special issue, and if you want to edit a particular issue, get in touch with us.

Your comments and suggestions will help us keep your publication on target. Please let us know what you like and what we can change. We look forward to hearing from you.

Update on Biennial Conference

Plans are progressing smoothly for what promises to be an exceptional Second Biennial Conference on Community Research and Action, to be held at Michigan State University, June 22-24. Program co-chairs Bill Davidson and Jean Ann Linney report that over 120 proposals have been submitted, many of them in very innovative formats. The Program Committee is now reviewing proposals, and the final program will be ready April 1. Special attractions include Invited Addresses by James Jackson of the Institute for Social Research at the University of Michigan and by Lois Marie Gibbs, founder and director of the Citizens Clearinghouse for Hazardous Waste. Highlighted also is a Student Paper Competition, in which three individual and two group presentations will receive cash prizes.

Register early, since accommodations cannot be guaranteed after June 10. You won't want to miss what should be a very exciting event for the Division, bigger and better than the historic first conference in South Carolina.

For more information, contact Bill Davidson, Department of Psychology, Michigan State University, East Lansing, Michigan 48824.
Community Psychology

Education Connection

Maurice Elias, Rutgers University and
Jim Dalton, Bloomsburg University, Editors

The Community Psychology Education Connection is your place to send ideas, materials, teaching techniques, book reviews, and essays regarding the teaching of community psychology to graduate students and undergraduates. You can send something for us to publish, something for our clearinghouse files, or something about which you have a question, opinion, or concern.

This issue’s column addresses a topic often of concern to faculty and graduate students, but seldom explicitly addressed to coursework: Skills in obtaining grant support for research or community intervention. Len Jason and Olga Reyes describe the incorporation of grant-writing skills into a graduate seminar in community psychology. Their techniques included experts’ lectures, class exercises, and individual preparation of grant application. We encourage you to read Len and Olga’s article and write for further information on the course to: Len Jason, Ph.D., Department of Psychology, DePaul University, 2323 North Seminary Avenue, Chicago, IL 60614-3298.

We continue to receive requests for undergraduate and graduate course materials in community psychology, through our CPEC clearninghouse. But materials we have grow more dated each day, and we need your current materials (course outlines, assignments, exercises, ideas). Recent evidence from the research of Ken Maton and others suggests that tangible mutual aid best supports well-being when aid is both received and provided. So let’s all work together, in the small clerical act of sending us a copy of your latest materials, and we can enrich community psychology teaching together. Mail materials to: Maurice Elias, Rutgers University, Tillet Hall, Livingston Campus, New Brunswick, NJ 08903.

Developing Grant-Writing Skills Within a Community Psychology Course

Leonard A. Jason and Olga Reyes
DePaul University

An Initial Consideration of the Issues

During the first week of this ten-week class, the ten advanced graduate students discussed reasons for the importance of learning grant-writing skills, possible explanations for the paucity of grant writing during and following graduation, and ways to foster grant writing in graduate school.

For one class exercise, students generated a list of reasons for the low frequency of grant writing among graduate students. Two main reasons were most commonly selected: (a) lack of requisite skills in writing grant proposals, and (b) lack of information concerning what agencies might fund the grants. During another class meeting, ways to promote grant writing were discussed. The students suggested that issues in grant development could be mentioned in class work, students could work on a grant proposal as a group project in courses, faculty who were writing proposals could involve students in this process, and faculty and students might seek more contact with outside agencies and community groups that are interested in collaborative grant writing.

A Conceptual Flow Chart

As guest speaker, the Director of Sponsored Research at DePaul University presented the class with a flow chart of the grant-writing and submission process. Starting with an original idea for a research project, she mentioned that the Principle Investigator needs to conduct a thorough literature search. Before writing the formal proposal, a two-to-five page letter should be sent to the funding agency for a preliminary reading and assessment of interest. Ways to identify funding agencies were discussed. Next, the different sections of a grant were reviewed (introduction, aims, method, etc.). Institutional sign-offs were then discussed (i.e., budget, human subjects, etc.). Finally, she mentioned that even if a grant is not initially funded (only about 30% of grants are), success rates for resubmitted grants are appreciably higher (about 50 to 60%).

Personal Experiences

To personalize the course, the first author spent some time discussing his efforts at seeking external support to fund a large-scale media effort involving smoking cessation (funded by the National Institute of Drug Abuse and the Chicago Lung Association) and a school-based prevention program (funded by the National Institute of Mental Health). For both projects, the step-by-step procedures used in securing these grants were covered, including the genesis of the idea, criteria for selecting a funding agency, the process of writing the proposals, informal discussions that occurred with personnel at funding agencies, and the process of revising a grant to strengthen it.

Student Projects

During the second part of the course, students made class presentations on particular grant proposals (e.g., the prevention of drug abuse in schools; a community-based burglary prevention program) that they attempted to write on topics related to community psychology. After completing the course, two students continued to work on their grant applications, and they eventually submitted them to funding agencies.

Exercises were devised to give students firsthand experiences. As an example, all the students were given particular roles to play (e.g., one student played a statistician, another played a research psychiatrist) and then the participants discussed a proposed study and made decisions concerning approval and assigning priority scores.

Students' reactions to this course were generally positive. At the end of the course, students were asked whether this course had increased their knowledge and competence in the area of grant writing. Using a scale ranging from no (1) to definitely (5), the average response was 4.6. When asked whether they would recommend this course to other students, their average response was again 4.6, using a similar scale.
Conclusions

The grant writing experience was included in a seminar course in community psychology. This was an excellent medium for discussing grant-writing skills because grant-writing exercises can be built around a variety of substantive areas in community psychology. For students in community psychology who aspire to careers in this field, grant-writing skills seem likely to enable them to be more successful in funding innovative community programs, which often require support from outside traditional sources.

In summary, we believe that a course such as the one described in this article is a useful way to provide practical skills to graduate students so that after graduation, they might be more successful in securing resources and time to engage in scholarly activities. Even if the course did not inspire most of the students to engage in this activity during graduate school and after, the course was positively perceived by the students. They now have a better understanding of what is involved in writing a grant.

REFERENCES


Call for Papers

The Fairleigh Dickinson University
Journal of Psychology and the Behavioral Sciences

Twenty Years ago, the Psychology Department at the Madison, New Jersey Campus of Fairleigh Dickinson University (FDU) published a journal for undergraduate and masters level research. The original purpose of the journal was to acquaint undergraduates with the process of experimental design, data acquisition, and analysis, culminating in the publication of the results of that process.

The journal has recently been revitalized with almost all of the production work accomplished by students in the Psychology and English Departments at the Madison Campus. The journal has a very professional look, and the review process for submitting articles involves both students and invited faculty reviewers. The students have produced a very elegant and professional looking forum for publishing research executed primarily by undergraduates supervised by faculty sponsors. For students who plan on applying to graduate school publishing an article and attaching a reprint to their graduate applications could make them more desirable applicants.

Most importantly, in recognition of the fact that the results of many undergraduate research projects demand a report of some kind, the FDU Journal of Psychology and the Behavioral Sciences is extending this call for papers.

The submission deadline for Volume 4 is January 7, 1989 with a publication date of May, 1989. The Publication Manual of the American Psychological Association (3rd Edition) should be consulted while preparing manuscripts. Each submission should also be accompanied by a 200-300 word abstract. Care should be taken in figure preparation as the author-provided plots will be electronically scanned directly into the document.

Authors submitting articles reporting the results of human research should submit a statement of compliance with the American Psychological Association ethical standards in the treatment of their subjects.

Three clear copies of the manuscript should be submitted to:

Dr. Robert W. Allen, Faculty Advisor
Department of Psychology
Fairleigh Dickinson University
Madison, New Jersey 07940
Community Action

Bill Berkowitz, Editor

Two contributions this time, and they are linked.

June Chisholm’s article on poverty and marginality continues a discussion by Arthur Nikelly in last fall’s issue. It’s easy to lose sight of increasing social and economic polarization when we are not the ones being squeezed. Yet the Bureau of the Census report, for example, that during the 1980’s the rich in fact have become richer and the poor poorer; that the median family income of blacks relative to whites has declined; and that one child in four today lives below the federal poverty line. These facts can’t go unnoticed.

But we must also act, and Chuck Korte’s article gives us a direction. The neighborhood is one setting where some negative effects of poverty and marginality can be prevented and checked. Strong, cohesive neighborhood life is neither a full nor an exclusive solution, but it helps, and as Chuck points out, it helps its residents in other ways. Chuck’s article is one of a still small but hopefully growing number of attempts by community psychologists to show that neighborhood interventions can make a difference.

And now for a reader challenge. In future columns, I’ll be actively looking for descriptions of new ways to do community action—new strategies, techniques, models, examples that break new ground. We’re familiar with the traditional ways, and they have served us well; but maybe they can be transcended. It this so? What is working, or what could work, that hasn’t been tried before? And who among you is involved here, or who knows someone who is? I would definitely like to know; so would others. Send your contributions and column ideas to me at 12 Pelham Terrace, Arlington, MA 02174.

The Economics of Poverty and Marginality:
Some Reflections

June F. Chisholm
Pace University

The economics of poverty and marginality was never directly addressed in my training to become a psychologist with a community orientation. In the late sixties and early seventies, poverty and marginality seemed more clearly and immediately understood in the struggle for civil rights by Afro-Americans—whose group status was and is still considered marginal—and also in the fight by the women’s movement to end discrimination based on gender.

Other interest groups then also emerged to redress policies and practices they deemed as unjust. Practitioners of the community mental health model and the social action model within the community psychology perspective sought competency-based training programs, social advocacy, and grassroots community development as viable solutions to remedy social injustice. In retrospect, the conditions of the poor, ethnic minorities, women, and other groups did provide ample opportunity for community psychology to explore the relationship of economics to poverty and marginality; but this was not adequately done.

Explanations for the continued poverty status of many Afro-Americans living in impoverished neighborhoods have stressed the pervasive effects of racism and discriminatory practices which create external as well as internalized obstacles to equal opportunity. The bleak economic situation for many Afro-Americans and our communities is commonly viewed as an outcome of multiple deleterious condition (e.g., crime, unemployment, drugs). These conditions do have impact. However, focusing exclusively on these social conditions precludes exploration into the dynamic economic principles which perpetuate poverty and marginality in the first place.

For example, having worked in a municipal hospital located in a predominantly Afro-American and Hispanic community, I have observed a gradual, insidious decline in the quality of patient care. Similar observation have been made by the Society of Urban Physicians, a group of 60 senior physicians including municipal hospital department heads and chiefs of service. According to The New York Times (December 6, 1988), this group asserts that New York City’s municipal hospital system, which services mainly the poor, is in danger of collapse because of lack of financial support from the city administration. Here, the economics of poverty and marginality have negatively affected hospital operations and health care. The weakest in a society are the first to suffer, and suffer most deeply, when the political climate generates economic policies based on the profit motive, benefiting a select few.

Consider also the city-owned abandoned brownstones across the street from the hospital where I work. They were just recently sandblasted clean; now they are crack houses, fully operational and seemingly thriving. Economic principles are clearly at work here again. What is missing is a heuristic promoting the application of these principles for the well-being of the people. The lesson to be learned from the struggle of Afro-Americans, and from the poverty conditions many endure, is that undeveloped human potential leads to internal spiritual decay, to an eventual retreat form highly valued standards of living, and to a morally corrupt social order.

Finally, the past eight years of Reaganomics, characterized by laissez-faire government and noninterference with corporate industries, offers yet another opportunity to appreciate how economics impacts on poverty and marginality. It appears paradoxical that what is purportedly good for the economy and corporate America seems bad for so many people most of the time. The average American has lost faith upon witnessing the financial antics of corporate leaders, some of whom unscrupulously take advantage of loopholes in rules and regulations, reaping prosperity for an already wealthy few. What is worse is that the prosperity obtained by those few is ultimately at other people’s expense. Billion-dollar buyouts are profitable largely because of tax benefits derived from borrowing huge sums of money. The average American, through tax dollars, foots the bill.

What the civil rights struggle, the women’s movement, and other collective efforts from the late sixties on have taught us is that poverty and marginality as ways of life have spread to other segments of society because we fail to see that an economic system based solely on the profit motive will, in time, devalue the society’s most prized resource—all of its people. As Saul Alinsky said, “People living under a selfish system become adjusted to it in order to survive. They therefore naturally acquire a personal selfishness and just as naturally assume the same selfishness exists in all others...” (Alinsky, 1969, p. 92).

In sum, poverty and marginality as ways of life are spreading in our society because they are byproducts of a dynamic, albeit entropic process in which economic principles are misapplied, resting upon the human foibles of greed and self-interest, without regard for the well-being of others. Accordingly, psychologists providing services in mental health and to the community need to recognize the inseparability of economics from the conditions of poverty and marginality. Insofar as they are inseparable, this relationship needs to be addressed in the training of clinical community psychologists who will have to be in the vanguard of community reorganization, especially at the neighborhood and local community levels.

REFERENCE

Community Research at the Neighborhood Level

Chuck Korte
North Carolina State University

In this piece, I would like to share my thinking and recent experiences on the question of activating and/or strengthening mutual aid patterns and community problem-solving within neighborhoods. To many, such an interest places me in the wrong decade. Didn’t “neighborhood activism” and the “neighborhood movement” all go out of fashion some time ago? In many respects, it would seem so. We certainly don’t hear much these days about the vital life of neighborhoods or the flourishing of local endeavors that seek to address local, neighborhood problems. Yet such impressions are partly captive to the whims of the media, and the fact is that the neighborhood itself is not a fad that comes and goes, but is a significant geographic and perhaps social entity that most people can relate to and still find meaningful.

This is not to say that the significance of the neighborhood has not been changing. That has been a hotly debated question among urban sociologists for years, but one hard to answer in the absence of sociologically valid data extending back in time (say, at least 50 years). More fruitful and relevant question may be whether neighborhoods, under the appropriate conditions, still function or can be developed to function as social entities where the participants (i.e., neighbors) find fulfillment of important personal needs and where important group (i.e., neighborhood) problems are solved.

To my mind, the best way to answer this question is actually to engage in efforts to increase the level of problem-solving and mutual aid within a neighborhood and then carefully evaluate the impact of those efforts. Such attempts are not merely quixotic or idealistic, but rest on a venerable tradition of neighborhood analysis and activism. In my own case, considerable inspiration has come from Herbert Gans’s (1962) classic treatment of the West End neighborhood of Boston described in his book The Urban Villagers, and Warren and Warren’s infectious enthusiasm about neighborhood organization in their Neighborhood Organizer’s Handbook. Within the limited space of this article, let me proceed directly to, first, some of my own experiences in neighborhood action research, and second, my reflections on what community psychologists can do to further the prospects of neighborhood mutual aid.

Taking the lead from Gans and the Warrens, my first step was to identify an “appropriate” neighborhood which would be responsive to a thoughtful intervention strategy. It seemed important first to study the neighborhood carefully and then to link up with community leaders who had the primary responsibility for developing and implementing that strategy. My first endeavors to do this were instructive but not terribly encouraging. I had previously done a neighborhood study (Korte, 1984) in Raleigh, NC, seeking in part to evaluate Gans’s “urban village” idea. Considerable discussion with community informants had identified a low-income black neighborhood with a reputation very much akin to an “urban village,” it seemed to have a fairly high potential for mutual aid between neighbors. In addition, there were leaders within this particular neighborhood who were very interested in implementing some steps to increase levels of mutual aid. Under discussion were such things as a neighborhood directory, a tool library, and a skills exchange club. Yet my survey of this neighborhood gave no support to its stereotype as an “urban village,” and subsequent attempts by neighborhood leaders to launch one of the intervention strategies came to nothing. After a long period of very little progress, I decided to move on to another neighborhood—my own.

In this neighborhood, efforts to initiate a plan designed to stimulate mutual aid patterns were much more successful. At a meeting of my own neighborhood association, concern was voiced about the need of neighbors to be better acquainted with each other, and how this was important to the elderly, new residents, and parents of young children, all of whom needed informal, personal, neighborly cooperation. This neighborhood was a middle-income area largely inhabited by professional people. As you may imagine, I became a very interested and active participant in these discussion, which resulted in the formation of a neighborhood committee charged with putting together a neighborhood directory.

My role, which was clear to everyone from the start, was both as an active member of the directory committee and as a researcher interested in doing a longitudinal study of the neighborhood over time. The aims of the directory were both to acquaint residents with their neighbors and also to facilitate the exchange of help between neighbors. To this end, the directory provided entries giving information about the occupants of each household, and, if the residents wished, information about skills and equipment that they were interested in exchanging with neighbors (about 57% of the entries included such exchange information). The directory was successfully launched and its impact monitored over an 18-month period. A fuller description of the study is available in a recent article (Korte, 1988).

Did the directory increase the level of help exchange in the neighborhood as the community association hoped it would? Looked at in terms of the change in overall level of help exchange in the neighborhood before as versus after directory publication, the answer is no; there was a small but statistically insignificant increase. On the other hand, 14% of the resident reported using the directory to seek assistance from a neighbor or offer assistance to a neighbor. The trouble is, we really have no standards for determining the “significance” of these kinds of intervention effects. Maybe 14% is quite remarkable for this type of behavior (though the directory didn’t necessarily change behavior; its use may merely have accompanied what would have happened anyhow.) And while there was certainly no dramatic change in the mutual aid patterns of the neighborhood, what was clear from the study was that for most residents, the value and appeal of the directory was the opportunity it gave for getting to know one’s neighbors.

There are numerous studies that continue to look at neighborhood activity and neighborly behavior, and even some that try to change the patterns of neighborhood cooperation and joint action (for example, Unger and Wandersman, 1982). My impression from this work is that in many instances, there probably are limits to the social significance of neighbors for one another. It seems quite natural to band together on problems neighbors share as geographic residents (e.g., zoning issues, traffic problems), but fairly uncommon to find mutual aid arrangement based on nontrivial, personal needs, where the more natural sources of informal help are usually friends and family (who are usually not also neighbors).

This is not to say that there aren’t circumstances where neighborhoods do function as significant social support systems, and I for one will continue my search for the mythical “urban village.” I think it may be subsystems within certain neighborhoods that function this way (e.g., the elderly, young mothers at home) and these may be somewhat invisible to us unless we look carefully. I also have some data which suggest that, surprisingly enough, apartment complexes can show significant patterns of neighborly mutual aid.

I think we community psychologists need to find these natural “urban villages,” try to understand their special circumstances and ingredients, and to see whether these qualities can be stimulated in other neighborhoods where they are needed and desired. We must do this almost as urban anthropologists as well as psychologists, and always in collaboration with the resident themselves. Let me know if you find anything.

REFERENCES


It was my pleasure to interview Pat DeLeon, Ph.D. for this column. Pat works in Washington, D.C. as Chief of Staff for Senator Inouye of Hawaii. He reminded us that his first day on staff was also the first day of the Watergate hearings sixteen years ago. Having received his Ph.D. in 1969, Pat joined the Peace Corps as a field assessment officer involved in education and community development projects in Fiji and the Philippines. He later returned to school, obtained his masters in public health and, in 1980, received a law degree.

Our conversation ranged over a variety of topics including the community mental health movement, interdisciplinary cooperation, empowerment, and primary prevention.

Pat regards the community mental health movement as a very positive and successful stage in the history of mental health service delivery in this country. In a revolutionary way, it addressed the question of what is mental health and mental illness by rejecting the bio-chemical disease model. Instead, the movement promoted an alternative paradigm, the idea that how one responds is how one is treated, in the public's consciousness. Prior to the community mental health movement, an entire class of people had been stripped of their civil and constitutional rights by forced incarceration and medication. Generally, the community mental health movement contributed to a greater awareness of our gross insensitivity to the needs of people requiring mental health care.

The community mental health movement also spawned new cooperation among the professions. As an ardent advocate for interdisciplinary cooperation, Pat insists that it is impossible to be a community psychologist without training with the other professionals and para-professionals who serve the health and mental health needs of the American public. He argues that psychologists have lost the motivation and appreciation of the importance of pursuing this cooperation. There is much that we have in common with the other professions in ensuring cost-effective care for our citizens. Psychologists' conflicts with psychiatrists mirror those of nurse-practitioners with obstetricians and optometrists with ophthalmologists. These conflicts are both emotional and economic. Yet, in each of these cases expanding the boundaries of the professions is required to provide quality care. Such basic issues such as licensing, prescribing privileges, and third-party reimbursement may be seen either as a gift or as concerns of a guild not relevant to an academic discipline. However, our survival as both a discipline and profession is predicated on our value to society, and our value is measured by the usefulness and success of the programs in which we participate.

What is the role of a behavioral scientist? Pat states that academic programs have been rather complacent in their responsibility to society. Because psychology is judged by its value to society, the role of a behavioral scientist is to plan and think creatively. Research money is allocated as a direct function of the profession's ability to solve social problems. Not only is this a political reality, but Pat argues that it is our societal responsibility. There is no shortage of societal problems, e.g., the homeless, the injured, and the handicapped. How many of our programs offer training experiences to our graduate students in helping the elderly? How many of our programs tackle the problem of accidents even though they are the biggest cause of death in children and old people? How many of our placements are in nursing homes or in hospices? Do we provide internship experience in emergency rooms or rehabilitation centers?

A fresh perspective on the concept of empowerment was offered by Pat. Professionals cannot empower groups per se. What they can do is control the agenda, that is, we can use our expertise to sell our programs and influence others. We woefully neglect our responsibility to educate bureaucrats who control our social programs. These are the technical advisors, those officials appointed by our elected officials to implement programs. Over 60% of congressional officials are attorneys and their staff typically have a turnover rate of 85% every two years. Thus, it is clear that we must keep these people informed. It is also important to realize that those active in the political process, including psychologists, have to work very hard to spend sufficient time with their families.

As to the issue of primary prevention, Pat returned to the idea of interdisciplinary cooperation. We cannot implement programs without other professions. We must work closely with schools of public health and nursing. While these are the groups who have a long history in primary prevention, cooperative training programs are all but non-existent.

Pat also expanded the notion of empowerment to include active participation in the political process. Some of us may run for office, others may testify, and still others may administer innovative programs. Ultimately, these activities can benefit the mental health service delivery system in particular and improve care for the public as a whole.

After interviewing Pat, I came away with a broader view of community psychology's role in society. I believe that Pat's argument is clear and convincing. Psychology can have a great impact by our involvement in public policy—by expanding its boundaries through interdisciplinary alliances, dedication to informing and educating decision makers, and active involvement in the political process. Academics and practitioners have different, but equally important roles to play in serving the mental health needs of our society.

Thanks to Wade Silverman:
New Editor Sought

It is with regret that we announce Wade Silverman will no longer edit the Living Community Psychology column due to his many other professional commitments. Wade's column was a creative and enlightening one which, through interviews with community psychologists, documented the vitality of our field and the personal satisfactions of its practitioners.

We are searching for someone to continue the column. Please let us know if you can pick up on Wade's work and continue this very important look at the more personal side of Community Psychology.

— The Editors
Social Policy

Trudi Vincent, Editor
United States Senate

A View From The Hill

The much too frequent response of colleagues on Capitol Hill, upon first hearing that I am a community psychologist by training, is to say, "How interesting." Then, in a slightly puzzled way, "Couldn't you find a job in your field?" or some slightly kinder variant. My colleagues in community psychology are much more sophisticated about the truly integral relationship between community psychology and social policy. However, I believe that involvement in the arena of social policy is given far too little weight among the range of activities in which community psychologists engage. The purpose of this column is to make some of the connections between community psychology and federal policy more explicit.

The lack of involvement by community psychologists in policy-making may in large part be due to a perception that the process of policy making, particularly on Capitol Hill, is a best undecipherable and inaccessible, or, at worst, evil and impure. While all of these things may be true at some times, policy making is basically a social process much like community consultation, intervention, and research. I strongly believe that the teachings of community psychology are easily translatable to the making of social policy, just as the lessons of Capitol Hill are learned and put to good use by the community psychologists. I have found the ecological model extremely helpful for understanding the policy-making process, because Capitol Hill, along with the real world, seems to operate on an ecological model.

My own experience as a policy-maker began when I arrived on Capitol Hill nearly 2 1/2 years ago. My training as a community psychologist led me to approach this experience as I would any community research or intervention—that is, to set as first priority an understanding of the unique culture of Capitol Hill. As Hedrick Smith stated in The Power Game, "Political Washington is a special community with a culture all its own, its own established rituals and folkways, its tokens of status and influence, its rules and conventions, its tribal rivalries and personal animosities. Its stage is large, but its habits are small town (p. 91)."

It became increasingly clear to me that the tasks of members of Congress (and their staffs) are quite similar to those of ecologically-minded community psychologists. They must do a thorough environmental reconnaissance of their district or state in order to truly understand the cultures they represent, and the strengths and needs of those cultures. This means, for example, paying careful attention to people, settings, and events that can serve as resources; understanding how the area has changed over time; and how legislation will have a ripple effect through many layers of the community.

As an example, my current employer, Senator Barbara Mikulski of Maryland, has a knowledge of her old Congressional district in Baltimore that any community psychologist would have to envy. For any block in the city, she can tell you the ethnic makeup, the events that bring people together, the differences in their value systems, the most likely areas to find higher incidences of child abuse or alcoholism, the way these neighborhoods have changed over time, how the formal and informal power structure operated, whose birthday party is most likely to provide the opportunity to sound out the neighborhood on how a community development program is working, and even the way the block copes best with adversity.

This makes Senator Mikulski a very effective advocate for her constituency, because she is able to use this knowledge to develop legislative initiatives she knows will address their needs. Yet, in this era of gargantuan budget deficits and severely limited Federal resources, it is clearly impossible for all members of Congress to get all of the needs of the constituencies met. In almost all cases, for every new program or initiative funded, an existing one must be cut back or eliminated. In ecological terms, a powerful dynamic of interdependence exists. And as legislative initiatives are interdependent, so are the members who support or oppose them. While those in the academic world may arguably have the autonomy to separate politics from their work, on Capitol Hill you can't do your own work separate from the needs, problems and agendas of other people. This makes collaboration an absolute imperative, which poses a tremendous challenge, given the great diversity of constituencies represented by Federal policy makers.

The interdependent nature of relationships on Capitol Hill made me truly appreciate the complexity that results from attempting to accommodate such tremendously divergent points of view. For example, in the last Congress Chris Dodd, a liberal Democrat, and Orrin Hatch, a conservative Republican, found themselves working toward a common goal—child care for all who need it. While the concerns of their constituencies were quite different, both knew they could not get a child care bill passed without the other's support and resources. Thus, they were forced to put purpose above preciousness.

These two Senators, along with Senator Mikulski, spent many hours developing a bill which would come as close as possible to meeting the needs of very diverse constituencies, from child development advocates to low-income single parents in Hartford to rural family day care providers in Utah to the Reagan administration. Developing a bill which met the needs of some without robbing the resources of others required an understanding of interdependence, a recognition of potentially unintended consequences, great flexibility and an ability to constantly improvise—characteristics which are also critical to successful community intervention.

Given these commonalities, what role can community psychologists play in the formation of social policy? To answer this question, it is helpful to understand that the primary currency and the root of all power on Capitol Hill is information. In a world where the most important information you can have is what the communities comprising your constituency need, the ability of community psychologists to combine thorough environmental reconnaissance with an emphasis on scientific rigor, verifiable knowledge and un-awareness of social and cultural relativism is truly a valuable commodity. It is also important to be able to link this knowledge generation to the policy process, which will be explored further in a future column.

With regard to specific initiatives, the unique perspective a community psychologist brings is greatly needed. As a very simple example, as legislators developed a major bill to address the problems of homelessness, it was weeks before anyone even raised the point that not one penny of the $500 million was being spent to prevent homelessness. And there was no discussion at all of whether homeless children might need special services or programs other than the assurance of a place in school, even with homeless families making up at least 38% of the homeless population nationwide.

This first column has been a very simple and very preliminary view of the culture that is Capitol Hill and the role community psychologists can play in influencing that culture. The next several columns will continue to explore the relationship between community psychology and social policy in a number of different ways, by, for example, delineating legislation of interest to the field; looking at specific legislative initiatives which are or should be informed by community research; and discussing in more detail how the process of policy formation occurs (and how you can get involved in the process). Please, send along your comments and suggestions regarding what you would like to see included in future columns.
Legislative Update on Federal AIDS Law

Brian Wilcox
American Psychological Association

Congratulations! Due to your help, APA scored a major victory in its battle against AIDS, with the adoption of S. 2889, the Health Programs Extension Act, in the waning days of the 100th Congress. Title II of the bill, entitled the "AIDS Amendments of 1988" reflects the first comprehensive effort to develop a national AIDS policy. The new AIDS statute was signed into law as part of the larger, omnibus health measure on November 4, 1988 and become P.L. 100-607. The AIDS section of the bill reflects a compromise between two bills which had been pending in the House and Senate since the beginning of the 100th Congress in 1987.

Your continued efforts over the past two years really made a significant difference. The bill, as we have said time and again, is "wrapped in the cloth of psychology:" both the science and practice of psychology are given special recognition. These accomplishments would not have been possible without the assistance of many APA members, divisions and state associations, who responded to our repeated requests for assistance in lobbying their members of Congress. And your voices were heard. More than once, Congressional staffers commented on APA's members in the field and the impact psychology had in the crafting of this AIDS bill.

The purpose of this memo is to provide you with an overview of the AIDS statute. It is our hope that you will use any or all of this document to alert your membership about the enactment of this important bill through your newsletter or other vehicles. The bill has three major components that address: research, services, and prevention. The bill also establishes a Congressional Commission on AIDS. Another section of the omnibus health bill authorizes funding to states for testing of convicted IV drug users and sex offenders.

Research

In regard to research, the bill contains some very important provisions for psychologists. Most notable, the bill:

* authorizes the Director of the National Institute of Mental Health to make grants to conduct "scientific research into the psychological and social sciences as such sciences relate to acquired immune deficiency syndrome." Outside of drug research, no other field is so explicitly referenced in the bill as in this section.

* requires the NIMH director to sponsor graduate and postgraduate research training fellowships in psychology and the social sciences related to AIDS. Other training provisions in the statute require the Centers for Disease Control to establish fellowships for training in fields that include counseling and education related to AIDS, and provide grants to nonprofit organizations representing health care providers to train providers in the care and treatment of persons with AIDS.

* establishes an information services program which will include a data bank of information on the results of research concerned with AIDS in the U.S. as well as in other countries.

* increases the number of staff for AIDS-related work in the U.S. Public Health Service, and specifically indicates that ADAMHA is to share in this staff complement. APA lobbied hard to protect the interests of ADAMHA and is working with Congressional staff to ensure a specific increase for ADAMHA of 45 personnel slots—a number initially recommended by the agency and considered by the House Subcommittee on Health and Environment.

In regard to other administrative provisions which address grant writing, space and staffing needs, ADAMHA was treated with parity vis-a-vis the National Institutes of Health, an important recognition for the often neglected agency. These provisions will enable the research funding Institutes to expedite the entire AIDS grant peer review and funding process.

Services

On the services side, psychology was equally well treated. For instance, S. 2889 establishes some excellent demonstration in the area of mental health services. The Secretary is required to conduct:

* three demonstrations on subacute care for persons infected with the AIDS virus. A significant component of these demonstrations will be research on the neurological manifestations and the psychological and mental health aspects of HIV infection.

A minimum of six demonstrations in FY 1989 on counseling and mental health treatment for individuals who are infected or affected by AIDS. It is expected that these demonstration programs will afford not only increased availability of mental health services to persons infected and affected by AIDS but also useful data on the comparative value of different interventions.

Another provision in the bill, which APA actively supported during the legislative process, establishes model protocols so that HIV infected individuals will have access to the most current knowledge and treatments available. The provision explicitly requires counseling, support groups and referrals to appropriate social services as part of the demonstration.

The bill establishes a program of home and community-based services through a $100 million block grant to states. While not explicitly including mental health services as part of the mix of services authorized (the mental health language was dropped during the last days of intensive negotiations), Hill staff have assured us that the intent of the conference was not to exclude mental health services as part of the list of covered programs.

Prevention Activities

During the long process of enacting the AIDS legislation, Congress adopted the philosophy promoted by APA that AIDS is a behaviorally transmitted disease and that behavior change is the most important element of a prevention campaign. Two distinct approaches to prevention through behavior change were considered; one based on counseling and testing and one based on education and training. The final bill relies on public information and education activities which would be carried out by the states through a prevention/education block grant. States would be required to provide at least half of their funds to public and private non-profit organizations concerned with AIDS and half of that portion (or 25% of the total) would be required to go to local AIDS organizations. The bill included strong provisions dealing with ethnic/minority issues including a study of the knowledge base and effectiveness of federal, state and local prevention programs in such communities. In addition, set aside are provided to support public education activities by and for minority populations. AIDS counseling and testing for the AIDS antibody is a useful means of promoting such behavior change and thus the House version of the AIDS legislation created a $400 million program of grants for such counseling and testing.

A major disappointment was the deletion in the final hours of Congressional negotiations of a major, $400 million counseling and testing program, which was a cornerstone of the House-passed bill and based on an APA white paper. This program was dropped because Senator Jesse Helms opposed its confidentiality provisions—deemed absolutely necessary to its success.

Finally, S. 2889 recognizes the importance of evaluations in the conduct of federal prevention AIDS activities. Stringent evaluation components are included in both home and community-based services block grant to states as well as the prevention/education block grant to states. Indeed, the local community provider groups that are authorized recipients of some of these funds are required to include evaluation plans for their programs as part of the application process. The Department of Health and Human Services Secretary is required to include, in the annual report to Congress on the Department's AIDS activities, an analysis of the evaluation activities undertaken.

Brian Wilcox is co-chair of Division 27's committee on Social Policy and Director of APA's Office of Public Interest Legislation. Cheryl Smith, Director, Science Legislation; Bill Bailey, APA's Office of Public Interest Legislation; and Brian provided the above legislative update to the AIDS Task Force, State Association and Divisional Officers.
As you know Division 27 created a Standing Committee on Ethnic Minority Issues just two years ago. This resulted from the effort of many friends and colleagues who first gave our issues voice through the request for a Task Force and through publication, symposia, and meetings that requested the Division's attention to our concerns. When the Standing Committee was created, this column was one of its first mandates. It was thought to be one of the ways by which the Division's minority constituency could share its work, its ideas and have an impact on the organization and the discipline.

We have been partly successful. We have published various articles with a focus on diverse minorities which have exemplified our values, concepts and interventions. We also presented you with an idea of the interests and backgrounds of our minority membership.

It has been very difficult however, to reach out for new contributions and ideas. The articles we have published have emerged mainly through personal contacts and colleagues we have worked with. Although we have requested input from you, the readers, on various occasions, we have not received your input. We are certain that valuable work is being undertaken and are again trying to encourage submissions. These do not have to refer to finished projects, nor do they have to be lengthy and polished. We favor creative ideas that can move the discipline along to take a closer look at minority issues.

We are also looking for two new co-editors who will be willing to take on the task of editing this column. Fear not! It is not a lot of work. Once the article is identified (this is as you can surmise the toughest part of the job) you just need to edit and proof read it and submit it to the Newsletter editors by deadline. This is done three times a year. In our case each co-editor alternated major responsibility for each edition, thus doing it three times in two years. Not only is the work manageable, there are other benefits. These include knowing of, or meeting other people, getting to know the Division and its activities better and creating a support group for your professional endeavors. If you wish to become a co-editor or submit a piece for publication, please write to either of us as soon as possible.

What usually is an obstacle course, access for minorities to a Division's decision-making groups and communication channels, is in our case an open field which is just waiting for you to enter and make yours. We hope you will accept this invitation.

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**Resource Text for Teaching Minority Issues**

"Teaching a Psychology of People: Resources for Gender and Sociocultural Awareness" is a new resources book for teachers who want to integrate minority, cultural and gender issues into their courses. This volume offers approaches to teaching these underrepresented areas and included suggestions for course organization, readings, projects and other ways to increase students' awareness of sociocultural issues (Prices: Members $22; Nonmembers $28, plus $2 shipping fee per order).

Also available are two annotated bibliographies selected from PsychAbstracts and the PsychINFO database:

"Black Males in the United States: An Annotated Bibliography from 1967 to 1987" (Prices: Members $17.50; Nonmembers $25)

"AIDS: Abstracts of the Psychological and Behavioral literature, 1983-1988" (Prices: Members $10; Nonmembers $15)

These publications are available from the APA Order Department, P.O. Box 2710, Hyattsville, MD 20784.

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**Ashoka Fellowship Program**

Community psychologists may be interested in the work of the Ashoka Fellowship program which supports "public service entrepreneurs" in several developing nations—currently, Mexico, Brazil, India, Indonesia, Nepal, and Bangladesh. Ashoka's development strategy involves finding those rare individuals who have a practical idea for effecting social change as well as an entrepreneurial personality to assure implementation of the idea. These fellows are provided technical advice and financial stipends so they can devote their energies to their projects, which include projects in education, legal reform, health, the environment, social justice, slum redevelopment, and other areas of human need.

One current Ashoka Fellow is Dr. Thara of Madras, India. She has dedicated herself to working in the area of schizophrenia. Typically, Indians with schizophrenia fill the overflowing mental wards or wander the streets of urban slums. Her unique program seeks community self-reliance in its mental health care, in view of the paucity of trained personnel (only one psychiatrist per 3,000 diagnosed schizophrenics). Dr. Thara is planning to replicate her program to other cities of southern India.

Other Ashoka-sponsored projects include reforming educational systems' propensity to rote memorization; anti-corruption efforts; organizing widowed rural women for economic independence; crop innovation; and freeing and rehabilitating "debt slaves" in Brazil and India. The Ashoka Society accepts no government funds and has supported itself with individual and foundation donations. Several groups of Returned Peace Corps Volunteers collectively sponsor Ashoka Fellows. For more information, contact Division 27 member Gloria Levin, 7327 University Avenue, Glen Echo, Maryland, 20812.
Associate or Assistant Professor of Social Ecology

Begins: Open

Deadline: 2/15/89

Responsibilities: Candidates will be considered for a tenure-track position under the University of California Target-of-Opportunity Program. The faculty of Social Ecology is exceptionally diverse. Areas of study include: the impact of the physical environment on human health and behavior, environmental pollution, changes in social environments and the effect on development over the life cycle, violence and crime in society, and regulatory policy related to environment and public health.

Qualifications: Strong commitment to the scientific study of contemporary and recurring problems in the social or physical environment.

Salary: Competitive

Contact: Please send vita, and 3 letters of recommendation, along with a brief cover letter summarizing your research agenda to:

Dr. Alison Clarke-Stewart
Program in Social Ecology
University of California, Irvine
Irvine, CA 92717
714-856-7191

Call for Submissions

The Journal of Social and Personal Relationships is soliciting submissions in the area of Community Psychology as they concern personal relationships. Topics as diverse as self-help groups, social skills training, social support, jailer-prisoner interactions, and stress of caregiving are among topics welcomed by the journal.

Manuscripts may be sent to:
Steve Duck, Editor
Department of Communication Studies, 151-CSB
University of Iowa
Iowa City, IA 52242

or to:
Stevan Hobfoll, Associate Editor for Clinical and Community Psychology
Applied Psychology Center
Kent State University
Kent, Ohio 44242
The Book Review Section is an important aspect of the Community Psychologist. Given our busy schedules, it's an excellent mechanism for helping us sort out wheat from chaff. For novice scholars it is a measuring stone that helps create standards and insights regarding our field of study. For the author, it is something to anxiously await, following the arduous work of producing a book.

For the reviewer it is also a unique and challenging experience. Book reviews are one of the few times that we critically review each other's work, place our names on the review, and publish it for all to see. Despite Siskel and Ebert's recent popularity, critics are historically not the most well-liked bunch. As we read critical reviews, we agree or disagree. If it is our work being reviewed, however, we have much more personal and surely more deeply felt reactions. The critic needs no art (though the good ones are artful); he or she is not subject to review for his or her work. If you criticize a bad review, you may be accused of being defensive if it is your own work, or perhaps seen as being an involved party or someone with a vested interest, if it's the work of a colleague.

We thought it useful (and sobering) to search for quotations concerning critics and criticism. Here are some of them:

"I never give them hell, I just tell them the truth and they think it is hell." (Harry S. Truman)

"Blame is safer than praise." (Ralph Waldo Emerson)

"To avoid criticism do nothing, say nothing, be nothing." (Elbert Hubbard)

"Remember that nobody will ever get ahead of you as long as he is kicking you in the seat of the pants." (Walter Winchell)

"Each generation produces its squad of moderns with peashooters to attack Gibraltar." (Channing Pollock)

"It is much easier to be critical than to be correct." (Benjamin Disraeli)

"It is hard to say if greater want of skill; appears in writing or in judging ill." (Alexander Pope)

One of the most quoted and derisive of quotations concerning critics was written by the often caustic S. T. Coleridge: "Reviewers are usually people who would have been poets, historians, biographers, if they could; they have tried their talents at one or the other, and have failed; therefore they turn critics." These, however, are only the criticisms of criticism. Do wisdoms and witticisms have any useful suggestions? We found one, for example, concerning conflict of interest.

"I mistrust the judgement of any man in a case in which his own wishes are concerned." (The First Duke of Wellington)

Science is not an impartial process and we are all subject to weigh evidence according to the extent it supports our own pet theories and notions. No reviewer should undertake a review if he or she feels that there will exist or seem to exist a conflict of interest. If an issue is so polarized that few people could write a review that might not be judged by others a potentially self-serving, we suggest three courses. 1) We could have the review done, after the reviewer states his or her initial prejudices; 2) Have the review done by someone outside that area of study; or 3) Have the review done by one person from each side of the issue. Most publications that publish book reviews ask that the potential reviewer consider this issue and act accordingly to their own best judgement. Many books that we will ask to be reviewed are outside of our areas of expertise, so we will welcome reviewers' comments and suggestions in this regard. When we send requests for reviews, we will adopt the standard practice of depending on reviewers' own judgement as to conflict of interest and impartiality.

Suggestions for writing reviews are also abundant. This next quotation we take to mean that there is room for gentleness in reviews. "The rule in carving holds good as to criticism; never cut with a knife what you can cut with a spoon." (Charles Buxton). Another quotation advises on the standards for criticism. "Criticism, as it was first instituted by Aristotle, was meant as a standard of judging well." (Samuel Johnson).

The wisest quotation we found was; "Criticism is a disinterested endeavour to learn and propagate the best that is known and thought in the world." (Matthew Arnold). This lofty goal is that to which we will ask reviewers to aspire. It is so much easier to be critical than to praise, yet praising good books is perhaps the best work a reviewer can do. It arouses curiosity and makes the reader feel that this is something he or she must read as a scholar, interventionist, or informed person. Such reviews press us to find time to read and think about and integrate and enjoy a product of scholarship, social importance, or profound insight.

If you have a book that you have written, edited, or contributed to, please drop a note to the publisher to send us two copies for review or send us the information about the book and we will write the publisher. If you see a book that you think the Community Psychologist readership would find of interest, also let us know the name, author, and publisher of the volume. We are looking for books that may not formally lie within the realm of psychology, as well. Old gems that should be dusted off and reread may also be important. One of us recently read Robert Burton's Anatomy of Melancholy and found it to have a lot to say about social support. It was published in 1652! Many books published as recently as the 1960's have become obscure to younger community psychologists, and those of you who have been around this field for a while might even want to write a brief article about books from those good old days that you think young colleagues could profit from reading. We think we are reflecting the trend in Division 27 when we encourage reviews of books that concern community interventions for pressing social problems. Books that concern community thinking or interventions with minority populations and women are published from so many sources that we rely on you to bring them to our attention.

Finally, the issue of timeliness. We will inquire before sending books for review as to individuals' willingness to act as reviewers. We wish to follow other publications policy of writing reviews within three months of receipt of the volume. Just as in journal submission, if you cannot meet the time frame, the best course is to simply decline the request to serve as a reviewer. If one becomes unexpectedly busy after receiving the book, simply return the book so that we can find another reviewer.

We hope that this column will continue to make the fine contribution to the Community Psychologist that it has in the past. At all times, we welcome the comments, feedback, and suggestions of the readership, because as community psychologists we believe that: "The public is the only critic whose opinion is worth anything at all." (Mark Twain).
R. F. Munoz (Ed.)
Depression Prevention: Research Directions
Hemisphere, 1987

Review by Bob Knight
Andrus Gerontology Center
University of Southern California

As a person who has trained, worked and written within the framework of community psychology, I approached the reviewing of this volume with a mix of excitement and skepticism. Community Psychology has long been wedded to the concept of prevention, but attempts to translate the concept into research or practice are often disappointing. I also generally dislike small edited volumes, finding them repetitious and confused more often than not. This book is exceptional in maintaining excitement with a minimum number of flaws.

First, the strong points: The introductory chapter by Munoz is one of the best written and well conceptualized arguments that I have ever seen for believing that prevention is possible in the real world. The rest of his own writing in the book maintains this standard of conceptual elegance and clear writing. The epidemiological chapter by Roberts is equally good and argues persuasively that the data needed for primary prevention of depression and identification of high risk groups does exist. Akiskal's chapter on "biobehavioral" factors is an excellent review of etiology of depression that very nicely integrates biological and psychosocial perspectives. Indeed, almost everyone avoids taking an "us and them" stance on the borderline between biomedical and psychosocial disciplines. Breckenridge's chapter on structural equation models was a readable discourse on a topic I've wanted to get to for some time now.

In fact, most chapters are stimulating, well-written, and well-referenced. I found an average of three references per chapter that I have an active interest in finding and reading; a very high proportion for an area not central to my own research.

The disappointment were few but disconcerting. The discussions of research studies turn out to be studies in progress. By the time I got to these chapters, I had very high expectations of the design and the data. The designs are good, but the data are not yet in. I do look forward to seeing the reports of these studies, but these chapters seem somewhat prematurely published.

Clayton's chapter contains some very good information on depressed mood among the bereaved. The placement as a second chapter with a title that emphasizes the symptom/syndrome distinction is a disservice to this work, which would have been better placed with other discussions of intervention. Clayton does not make the distinction convincingly and confuses the explanation with a third distinction between syndrome and disorder which never comes clear. There are also occasional disconcerting references to rape as another life stress event which leads to depression. I'm certain that it does, but was never clear what comparison is intended between rape and widowhood. These elements are confusing in a chapter which otherwise does a good job with the very difficult question of whether grief is like depression, a central issue since Freud and one which she sheds light on.

The intervention chapters are generally good to excellent. Ginsberg & Twentman (on childhood depression) and Telles (on postpartum depression) demonstrate that they know what interventions would look like but fail to go much further. Rehm dilutes an otherwise excellent chapter that makes a case for developmental issues in intervention in childhood depression and our ability to identify high risk children from parental attributes by unnecessarily raising the question of a link between childhood depression and adult depression. Preventing depression in children whose parents' characteristics put them at risk seems like a laudable and sufficient goal for primary prevention.

Almost all of the authors refer to the primary, secondary and tertiary prevention schemes in some manner and also to the distinction between subclinical and clinical depression. Typical of the field itself, the distinctions are not consistent across chapters. The interventions are fairly similar in design, but are variously described as primary, secondary, and even tertiary prevention. For example, Lewinsohn describes his coping class as tertiary prevention (I would see it as secondary with a clinical sample). A couple of chapters later, Breckenridge, Zeiss and Thompson describe their application of the same model to a subclinical population as secondary prevention. It would seem their approach could be described as either primary prevention of clinical depression or as secondary prevention of subclinical depression. The point is that some editing for consistency could have eliminated one of the few threads of confusion in an otherwise outstandingly clear exposition of a complex topic. As they stand, the intervention chapters might fit better under a rubric of "outreach methods" or "psychoeducational models" rather than grouping them under the prevention label. Munoz' conceptual writing provides a good argument for considering them as prevention. A few more "bridges" between chapters by Munoz would have tightened this argument considerably.

This book would make an excellent text for a course on prevention at an advanced undergraduate level and would be very useful as one text at the graduate level. It should be read by anyone who professes interest in community psychology and prevention.

Child Abuse Policy Project

During their June 1988 meeting, the APA Board of Directors appointed Lenore Walker as Project Chair and Carol Burroughs as Staff Liaison for what will be a collaborative effort of various APA governance groups to formulate policy on the issue of child abuse. Dr. Walker has recently written to division president, State Psychological Association presidents and executive officers and relevant APA Board and Committee Chairs defining the many issues involved and asking for assistance with the project. The various groups have been asked to identify psychologists and relevant information sources within their organization and to supply any information the group might have on how psychologists respond to state child abuse report statutes, applicable state laws or knowledge of individual cases. Individuals with knowledge of or experience with the issues of child abuse reporting who wish to participate in this effort are invited to contact Carol Burroughs in the Public Interest Directorate at (202) 955-7767.
THE AMBULANCE DOWN THE VALLEY

Part I

Twas a dangerous cliff, as they frankly confessed,
Though to walk near its crest was so pleasant;
But over its terrible edge there had slipped
A duke and full many a peasant.
So the people said something would have to be done,
But their projects did not all tally;
Some said, "Put a fence 'round the edge of the cliff;"
Some, "Put an ambulance down in the valley."

Well, the cry for the ambulance carried the day,
For it spread through the neighboring city;
A fence may be useful or not, so they say,
But each heart became brimful of pity
For those who have slipped over the dangerous cliff;
And dwellers on highway and in alley,
Gave pound and pence, not to put up a fence,
But an ambulance down in the valley.

"For the cliff is all right, if you're careful," they said
"And even if folks slip and are dropping,
It isn't the slip that hurts them so much
As the shock down below when they're stopping."
So day after day, as those mishaps occurred,
Quick forth would the rescuers sally,
To pick up the victims who fell off the cliff
With their ambulance down in the valley.

Then an old sage remarked, "Tis a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention."
"Let us stop at the source of this mischief," cried he,
"Come neighbors and friends, let us rally,
If the cliff we would fence, we could almost dispense
With the ambulance down if the valley."

"Oh, he's a fanatic," the others rejoined;
"Dispense with the ambulance? Never!
He'd dispense with all charity, too, if he could,
No! No! We'll support them forever.
Aren't we picking up people as fast as they fall?
Shall this man dictate to us - shall he?
Why should people with sense stop to put up a fence
While an ambulance waits in the valley?

Part II

The tide finally shifted, the ignorance lifted,
The old sage had carried the day.
The fence was erected, and as he expected
The ambulance rusted away.
Prevention, not cure, was the answer it seemed,
To end ambulance rides and repair bills.
The town cheered for the fence that was making life safe
For their children who played on the hill.

A few years passed, and then one summer's day
A man of vision came to town,
Not wholly persuaded to accept on blind faith
The fence that had earned such renown.
He saw unbruised children whose faces were sad,
And they confided to missing the thrill
Of risking and daring, when they were still free,
To climb up and play on the hill.

So that very night, while the whole town slept,
He dreamed of a brand new resource.
When the children awoke, they saw not a fence
But a wonderful obstacle course.
"Come here," he invited, "your challenge awaits,
I can help you acquire some new skills,
For I haven't forgotten the pride that I felt
From mastering life's difficult hills."

Now fences protect but they also confine,
Our man of vision preferred to empower.
His science was helping to create a world
Where children can blossom and flower.
This story ends well, but the kingdom is vast
There's work for all of us still.
Our man is here with us, his vision to share,
We'll teach others to play on life's hills.

— Joe Galano, 1988

— Anonymous
NATIONAL MENTAL HEALTH ASSOCIATION NEWS

SCHOOL PROGRAM IMPROVING CHILDREN'S SELF-ESTEEM RECEIVES NATIONAL MENTAL HEALTH ASSOCIATION PREVENTION AWARD

Alexandria, VA, Oct. 24, 1988 - A community mental health center, a research institution and select public schools are being recognized by the National Mental Health Association (NMHA) for an eight-year collaborative effort to develop a school-based program which improved children's self-esteem and teaches skills in self-control, group participation and decision making.

"Improving Social Awareness—Social Problem Solving" (ISA-SPS) will receive NMHA's 1988 Lela Rowland Prevention Award, presented annually to an outstanding program for the prevention of mental-emotional disabilities.

Recipients of the award are John Clabby, Ph.D., of the University of Medicine and Dentistry of New Jersey—Community Mental Health Center at Piscataway; Maurice Elias, Ph.D., of Rutgers University; and Thomas Schuyler, M.A., on behalf of a growing number of public school districts in New Jersey. The award was presented during NMHA's Annual Meeting on Saturday, Nov 19, in Hartford, CT.

Children in the program develop skills in self-control and group participation, learn to use an eight-step social decision-making strategy and apply these skills in real life and academic problem areas. Originally developed for fourth and fifth graders, the program is increasingly being implemented for middle and high school students.

Since 1979, research has proven that children in the program were more sensitive to others' feelings, had a better understanding of behavioral consequences, had increased ability to "size-up" interpersonal situations and plan appropriate actions, had higher self-esteem, were seen by teachers as better adjusted, were sought out by peers for help and used their skills in situations outside of the classroom. Participation in the program also enables a smoother transition to middle school.

A critical feature of the program's success is the re-application of data gathered from ongoing evaluation and research—creating a program responsive to changing times and children's varying needs.

The Rowland Prevention Award was established in 1978 to demonstrate and recognize the existence of effective prevention program. The award, which includes a cash prize of $2,000 and a plaque, is named in honor of Lela Rowland who worked closely with her late husband Dr. Lloyd Rowland over a long career in mental health and with the Mental Health Association.

The National Mental Health Association is the nation's only citizen's voluntary organization concerned with all aspects of mental health and mental illnesses.

Awards for Excellence in Consultation

The Division of Consulting Psychology announces a call for nominations for two awards for excellence in consultation. Each award, consisting of a certificate, citation, and a check for $1,000.00, will be presented to the winner at the APA Convention in New Orleans in August, 1989.

The Perry L. Rohrer Award is given annually to an APA member whose career achievements demonstrate outstanding service to organizations, public or private, by helping them respond more effectively to human needs. This award is funded by the consulting firm of Rohrer, Hibler & Replogle, who have chosen this means of honoring the memory of a founding member of the firm who epitomized the standards of excellence which they and the Division seek to perpetuate. The 1988 Award went to Edgar H. Schein, Sloan Fellows Professor of Management at MIT.

The National Psychological Consultants to Management Award is given annually to an APA member, or member-sponsored student, whose work has had a significant positive impact on an organization and/or has contributed significantly to our knowledge of the consulting process. The award is named for the organization which funds it, an association of psychological firms dedicated to professional development of the field by encouraging innovation and recognizing meritorious work, whether from practitioners of long standing or graduate students. The 1988 Award went to Jo-Anne Normandin, a doctoral candidate at Florida Institute of Technology, for her work on an innovative joint venture in which a community college and a county government joined forces to assess and address the county's needs for human resources development.

Nominees from any area of specialization are welcome, and nominations may be submitted by anyone. Send 3 copies of each submission to: Ken Bradt, Chair, APA Div. 13 Awards Committee, 1911 Rain Forest Trail, Sarasota, FL 34240, or call Ken for more information: 813-371-6582. Deadline: March 31, 1989.
Developing a Social Support System for Urban Children

Roy Jung and Leonard A. Jason
DePaul University

Abstract

Establishing and strengthening children's social support systems represents an important activity for community-oriented, mental health professionals. One type of support prevalent in both urban and rural communities is 4-H Clubs. These clubs offer youth opportunities to develop competencies, establish new friendships, and learn a variety of vocational skills. Two distinct ways of strengthening these child-oriented, support systems involve either helping to develop new clubs or mounting efforts to increase membership in existing 4-H Clubs. The present study documented the establishment of a club in an urban area and assessed ways to promote membership in the organization. The findings suggest that mental health professionals can both stimulate the development of new support systems for children as well as strengthen the functioning of existing ones.

Developing a Social Support System for Urban Children

Mental health professionals have documented many of the advantages that social support networks offer in promoting personal well-being (Danish & D'Augelli, 1980). Social support systems can provide a variety of direct benefits to youth including: socialization experiences (Caplan, 1974), friendships, unimpeded access to information (Mitchell & Tricket, 1980), and strategies for coping with crises and change (Cobb, 1976). In addition, adults and youth can become more self-confident, establish new supports (i.e., friendships), and develop social competencies (e.g., leadership, organizational and public speaking skills) from such participation (Ashbury, 1981). Given these positive influences that support systems can have on youth, there is a clear need to investigate ways to both develop and strengthen youth-oriented support networks.

One type of social support system readily available to youngsters in urban settings is the 4-H program. Traditional 4-H programs have their origins in rural settings; however, later 4-H programs were designed to meet urban needs and interests. Urban 4-H clubs are conducted in home-based settings, as there are no major 4-H youth centers where program activities are conducted on a regular schedule. In other words, 4-H programs occur in public settings which provide locations accessible to many youngsters. Nationally, there were approximately 5 million youth enrolled in 4-H programs in 1981. This coeducational organization enables youth, between the ages of 8 and 19, to participate in many types of projects, including: arts and crafts, career workshops, and community development. Youngsters receive personal gratification, awards, and scholarships through their involvement in diverse projects. These programs create viable, competency-enhancing behavior settings in communities where youth can learn interpersonal skills and participate in growth enhancing activities.

Preventive and community oriented mental health professionals might work with 4-H organizations to strengthen these support networks. Professionals have collaborated with other informal support systems in order to strengthen, evaluate, and extend their services (Gottlieb & Schroter, 1978; Rosenblatt & Mayer, 1972). Other investigators have developed recruitment strategies to encourage community residents to participate in human service programs (Winett, Fuchs, & Moffatt, 1974) and to develop 4-H programs (Million, 1982). These studies assume even larger significance when considering that a major concern among 4-H professionals has been in finding cost-effective strategies for recruiting youth and developing clubs (Ashbury & Heusel, 1979). Mental health oriented professionals could profitably invest time and energy in helping neighborhood based groups like 4-H enhance and establish support networks.

Collaborating with 4-H groups represents one approach for strengthening neighborhood social support systems for youth. The present study describes the efforts of mental health professionals in establishing a 4-H group, and in assessing strategies for promoting membership in this organization.

Developing a 4-H Club

A city-owned zoo was proposed as a location for a 4-H club. When the Director of the Lincoln Park Zoo was approached about this possibility, he was particularly eager to develop a 4-H program. A decision was made to start up a summer pilot program. Youngsters and adult volunteers were recruited using flyers and announcements in the neighborhood newsletters. During the summer program, adult volunteer leaders prepared and conducted active discussions on animal care topics, supervised 4-H youngsters in caring for animals, and organized an animal care project fair for public demonstrations.

Older youth were provided leadership training and their responsibilities included assisting adult leaders prepare weekly meetings, obtaining necessary equipment and materials for demonstrations, helping younger members feed and groom the animals, and helping members assess progress toward goals in completing their projects. Adult volunteers and youth were able to choose among farm animal care projects, including horses, sheep, swine, and poultry. Members also started a vegetable garden from a plot of land set aside for urban gardening in the zoo grounds. A nutritional organization (e.g., Milk Foundation) also volunteered to work with the 4-H club and had a registered dietitian teach youngsters about healthy eating habits and proper nutrition.

Each member was given a project booklet on the farm animal they chose to learn about. Youngsters were responsible for an animal care project, and later they displayed their projects at a fair held on the zoo grounds. Members within 4-H clubs throughout Chicago were given the opportunity to display their projects at this fair. Ribbons and awards were presented to all 4-H members. In addition, the 4-H members developed a 4-H farm skit, which was performed in public during the county fair. Their performances earned them a free trip to the Illinois State Fair, where the youngsters were able to demonstrate their competencies in farm animal care.

Based on the positive experience during the summer, a decision was made to expand the summer program to a year-long project. Recruitment strategies were evaluated in enrolling new members into the 4-H program.

Method

Using a multiple baseline design, letters and fliers were sent to residents in three separate areas within walking distance of the zoo. Within each area, 528 letters were mailed, and each one mentioned the opportunity to join the 4-H Club, the day and time of the meetings, and a phone number to call for further information. In addition, a flier was attached illustrating the various projects 4-H had to offer at the club. Finally, as a separate strategy, a 4-H article was placed in the Lincoln Park Zoological Society's newsletter. Members of this Society include adults and youth who participate in special zoo events. This newsletter has a circulation of approximately 10,000 members throughout the Chicago area.

Results

During the intervention periods, most referrals were obtained within one week from the time the mailout occurred. A total of 24 new members were recruited for the 4-H club. Two referrals came from the first area, one referral from the second area, and seven from the third area. The newsletter article
condition produced 14 referrals.

Discussion

In the course of this collaborative relationship, the 4-H organization supplied all material resources and personnel, whereas personnel from DePaul University supplied research expertise. The present report thus illustrates how university personnel and a community organization can work in a collaborative way to develop support structures for youth in an urban environment.

The Lincoln Park Farm in the zoo 4-H Program has remained in operation since its inception in 1979. Zoo keepers themselves have taken on roles as special resource leaders and judge 4-H projects during special events. The Director of the Zoo has continued to support the program and welcomes the opportunity for these clubs to organize special events for public demonstrations. The unique and positive educational experiences that the Lincoln Park Farm in the zoo 4-H Program can offer to urban youth has been publicized in several magazines and newspapers (National Geographic World, 1982; Leeds, 1980; Mid-Town News, 1979). Parents and youngsters who become involved in the 4-H Club expressed much enthusiasm about the program. The members, who were from an urban setting, were delighted to learn about rural living and farm animal care. They enjoyed the chance to work directly with farm animals and demonstrate their newly acquired skills for public demonstrations.

Developing social support systems for youth should be a high priority since these settings can foster acquisition of educational and social skills. The 4-H organization is an information support group that is generally conducted in neighborhood facilities such as parks, community centers, churches, and schools. Since these 4-H clubs are neighborhood based clubs, they provide easy access for youth of all ages. The current study documented the establishment of a social support setting and strategies to recruit members. There is a need to devote more research to exploring ways of promoting youth oriented support groups in neighborhood based settings (Felner, Jason, Moritsugu, & Farber, 1983).

REFERENCES


International Congress of Applied Psychology

Murray Levine has been asked to organize a symposium on Community Psychology for the 22nd International Congress of Applied Psychology, to be held in Kyoto, Japan, July 22-27, 1990. The topics are open. The rules require that at least four countries be represented on the panel. He would appreciate hearing from anyone interested in participating, who has suggestions for speakers in other countries, or who has ideas for topics. The deadlines are fairly short. Please contact him at the address below:

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The Significance of Levels of Analysis
Issues in Family/Group/Organizational/School/Community etc. Data:
Tales of the Butterfly Consortium, Episode 1

By Abe Wandersman
University of South Carolina

Since people spend much of their daily lives in groups (e.g., family, work, education, voluntary organizations), it is important for the social sciences to study group process and how groups have an influence beyond the sum of the individuals in the group. Unfortunately, progress in understanding the effects of groups has been hampered because we have not used statistical techniques which differentiate the contributions of individuals within the group from the group itself. This can lead to inaccurate interpretations of data and evaluations of programs. The purpose of this article is to briefly describe a consortium effort which has worked to develop and refine the conceptual and practical implications of new methods for enhancing group research by separating individual and group effects.

The Butterfly Consortium.

The members of the Butterfly Consortium are Fred Dansereau (SUNY at Buffalo), Paul Florin (U. of Rhode Island), Rosalie Hall (U. of Akron), David Keny (U. of Connecticut), Katherine Klein (U. of Maryland), Dennis Perkins (Syncretics), Benjamin Schneider (U. of Maryland) and Abe Wandersman (U. of South Carolina). Abe Wandersman is chairing the consortium. We got our name at our first meeting in which we started discussing what levels of analysis meant to us, how difficult the issues were, and how hard the phenomena were to capture. This brought up the metaphor of an elusive butterfly (some of you may remember the song about The Elusive Butterfly).

There is a tremendous amount of interest and research evaluating situational influences on dependent variables such as performance, productivity, and satisfaction. In order to evaluate independent variable characteristics of organizations, treatments, or programs, the researcher usually chooses either the individual or the group as the unit of analysis. Conventional analysis methods emphasize one of the observations within groups (e.g., ANOVA). Yet the very nature of the group is interactive and non-independent (e.g., Glick & Roberts, 1984; Rousseau, 1985).

Background

Kenny and LaVoie (1985) developed an analytic and statistical model that included both individual and group level influences on a specific effect or outcome. Why is this important?

1) It is important conceptually because we can study natural, intact groups and study the independent influences of individuals and groups on a particular effect.

2) It is important practically because it can uncover effects that would be hidden if you investigate one level of analysis and an effect exists at the other level of analysis.

Here we will provide a detailed example. Research by Giamartino and Wandersman (1985) investigated whether the organizational climate of voluntary organization (block associations) was related to satisfaction and involvement in the group. More specifically, they looked at whether or not there were relationships between cohesiveness, order and organization, leader support, and leader control with satisfaction with the group and with involvement (amount of time spent in association activities). The original publication used one unit of analysis—the group. The investigation was limited because the existing data analysis procedure did not allow the determination of whether the observed effects were caused by a group interaction process or by the sum of individual level effects. The Kelly method looks at individual effects (controlling for group effects), and group effects (controlling for individual effects).

Recently, when the data were reanalyzed using Kelly's method, we found relationships at the group level when individual effects were separated from group effects (Florin, Giamartino, Kenny & Wandersman, 1988). This relationship was masked in the original data analysis. In addition, if the individual had been chosen originally as the level of analysis, conclusions about the relationship of organization climate with involvement would be very different from conclusions at the group level of analysis. For example, there were no significant correlations between the 10 social climate sub-scales with involvement at the individual level (controlling for group effect) while there were large correlations at the group level (controlling for the individual level). Therefore, if one had looked only at the individual level, one would be likely to say that there was no relationship between organizational climate and involvement; an erroneous conclusion that can lead to harmful interventions. The implications of the data reanalysis extend well beyond this one illustration. It is possible that researchers may be drawing erroneous conclusions about programs in work organizations, voluntary organizations, educational settings, health treatments, etc. Traditional data analysis techniques and assumptions may be overestimating or underestimating the effects of independent variables on dependent variables in group settings. For example, many programs or interventions that are really having significant effects may be showing no results because of the statistical techniques used. Therefore, while we do not expect all data sets to show dramatic changes from unadjusted to adjusted correlations, we believe the following questions should be raised: "How much error and misinterpretation exist and is reanalysis warranted?"

There are many implications of the reanalysis by Florin, Giamartino, Kenny, and Wandersman. Among their suggestions are:

When the questions of interest involve groups and how individuals are influenced by groups or questions of how groups differ because of these group processes, then only simultaneous examination of both individual and group level adjusted correlations adequately reflects the phenomenon. Researchers should not be content with examining either the individual or group level to the exclusion of the other level. In fact, in the data in this article, the majority of relationships showed a meaningful correlation at one level of analysis but not the other level of analysis. It should be of particular interest to climate researchers to note that most of the larger correlations were found at the adjusted group level. Such findings support the basic idea that group phenomena emerge beyond individuals, i.e., there is indeed a group synergy. Kenny and LaVoie's statistical technique offers us the opportunity to look at group phenomena in a way that we have not done before. Perhaps we can now have more confidence in suggesting the reality of group process influence and climate effects. But embedded within this opportunity is a challenge. A challenge to develop more sophisticated models that go beyond simple identification of when a group effect exists or even examination of correlations at both individual and group levels. Models should specify how the group process develops and creates accompanying effects.

A practical implication cited by Florin et al. is that results using more specific levels of analysis can have practical applications such as targeting individual or group characteristics for interventions.
Present and Future

The above issues and background provide some of the rationale for the formation of the Butterfly Consortium. The consortium has brought together investigators who have worked in a variety of organizational settings, (voluntary organizations, industry, armed forces) to discuss and refine alternative techniques, examine its conceptual, methodological, and practical implications. More specifically, we have investigated the utility of several techniques (including Kenny & LaVoie's and Fred Danseuse's DETECT by reanalyzing existing data in four data sets 1) 37 ESOP (Employees Shared Ownership Plan) companies, 2) 17 block associations, 3) a major American corporation, and 4) a sales telemarketing company of an insurance company.

We are currently in the process of finishing up the analysis and write-up of the stage 1 of the consortium effort. A Stage 2 is being contemplated. One aspect of stage 2 might include a small conference on levels of analysis issues including relevant work in other context areas such as families, schools, and day care centers. Stay tuned for episode 2 of our consortium saga. Please feel free to write Paul Florin for a copy of Florin et. al. (Dept, U. of Psychology, U. of Rhode Island, Kingston, R.I., 02881). Also, look for Beth Shinn's excellent article on levels of analysis and levels of intervention.

REFERENCES


Conference Funding Brochure Available

The new 1989 brochure describing the Science Directorate's scientific conferences program is now available. The conference program, one of the Directorate's new initiatives, will be supporting seven conferences from the 1988 review with funding of up to $20,000. The purpose of the program is to promote the exchange of new ideas and approaches in scientific psychology through support for scientific meetings. One-to-one matching funds are required. For a copy of the brochure or more information, contact Virginia E. Holt, APA Science Directorate, (202) 955-7653.

Developing Programs to Train People

Serving the Homeless Mentally Ill

Tampa, FL (Nov. 28, 1988)—The University of South Florida has been awarded a $60,000 grant from the Florida Department of Health and Rehabilitative Services (HRS) to develop and conduct specialized training programs for workers who provide services to mentally ill individuals who are homeless or at high risk of becoming homeless.

Dr. Michael Knox, associate professor and chairman of the Department of Community Mental Health at USF's Florida Mental Health Institute (FMHI), is the principle researcher. According to Knox, this award and study represent a new focus of the department's involvement in community care for mentally ill individuals. The department currently is developing innovative residential, day treatment and partial hospitalization programs.

In announcing the award, Knox said, "The department of community mental health was selected to develop the training component in support of the state's effort to provide quality outreach services to those individuals who are not only homeless but mentally ill."

This recent contract evolved following congressional passage of the Stewart B. McKinney Homeless Assistance Act and Florida's enabling legislation, House Bill 1454. This legislation provided federal and state funds for the development of program targeted at providing assistance to protect and improve the safety and lives of the homeless and those at risk of becoming homeless, Knox said.

In cooperation with HRS, department faculty will conduct needs assessment research. They will consult with mental health workers as well as with individuals who work at shelters and other sites where the homeless receive services. The department will develop a training manual and videotape.

Knox said, "The focus of the training content will be on case management techniques, skills in identifying individuals who are mentally ill, knowledge of community resources, entitlement programs, and mental health and substance abuse services."

The department of community health will train 125 workers at workshops conducted in Tampa, Jacksonville and Miami. Knox brings much experience to his role as principle investigator. He and his colleagues recently completed a research project for HRS which involved a study of attitudes and knowledge about AIDS among staff of substance abuse and mental health treatment programs in Florida. Knox also serves as the director of the USF Center for AIDS Education for Health Care Providers, which receives U.S. Public Health Service funding through a subcontract with Emory University.
An Evaluation of the First Biennial Conference on Community Research and Action

Joseph Galano and John Nezlek
College of William and Mary

The First Biennial Conference on Community Research and Action was held in May 1987 in Columbia, South Carolina. The conference goal was to provide an opportunity for community researchers and practitioners to present and discuss their best work. In planning the conference, the Executive Committee "intended the Conference to facilitate discussion and debate among presenters and among the audience of substantive, timely issues of vital concern to the field of community psychology." In their most optimistic moment, they also hoped that the conference would aid younger members of the field who were developing areas of specialization; encourage collaboration among division members; decrease the applied/researcher split; encourage involvement in social action; and contribute to the revitalization of community psychology. Since the conference was the first of its kind and because the success of the conference was vital to the future of the Division, it was important to evaluate the conference.

This evaluation will describe those who attended the conference, will summarize participants' reactions to the sessions and the impact of the conference on those who attended, and will present suggestions offered for the Second Biennial Conference. Approximately 275 persons attended the First Biennial Conference. The data presented in this paper are from participants who completed questionnaires. We must be cautious in concluding that findings generalize to all participants since only 31% of those in attendance completed questionnaires. The Executive Committee and this year's planning committee are grateful to those who completed the evaluations and have used these findings in planning the Second Biennial Conference in July, 1989.

Who Participated in the First Biennial Conference?

Eighty-two percent of those attending were Division 27 members and approximately two-thirds of those in attendance were presenting or moderating. Conference participants were primarily young, doctoral level, and white, with women and men equally represented. The mean age was 36 and 50% were between 29 and 39. Minorities comprised approximately 16% (10% Hispanic, 5% Black, 1% Asian). Approximately 61% had earned a Ph.D., 29% an M.A., and 10% had earned a B.A. degree. Academic settings were heavily represented with 79% of all participants describing themselves as doctoral students (31%) or university professors (48%). Approximately 10% were affiliated with mental health facilities and only 2% with government.

The composition of the Conference differed in important ways from the composition of the Division. Approximately 80% of the Division members are 40 or over, three-fourths are men, 82% have Ph.D.'s, and only 6% are Black or Hispanic (Pon, Kohout, Wicherski, & Soil, 1987). Compared to the Division's overall membership, minorities, women, and younger M.A. and B.A. level participants were overrepresented. Unfortunately, there were very few community psychologists working in government, the corporate sector, and mental health or community-based agencies.

To What Extent Were Participants Looking to Develop or Further Develop Areas of Specialization?

Eighteen percent of those responding described themselves as possessing a fully developed area of specialization, while 82% indicated some interest in acquiring new areas of specialization or developing existing ones. Of this latter group, about 39% had a fully developed area of specialization but were looking to acquire new ones while 70% described themselves as having only partially developed an area of specialization and were looking to develop it further.

What Changes, If any, Did Respondents Want to Make in How They Allocate Their Time to Community Psychology?

Respondents contrasted the actual proportion of time they spend in teaching (20%), research (44%), applied community psychology (25%), and social action (7%) with the proportion of time they would ideally like to spend on each of these activities. Respondents reported wanting to spend less time doing research and more time engaged in social action. Sixty percent currently spend no time engaged in social action and half of those want to become more involved. On average, respondents spent 7% of the total time they devote to community psychology to social action; ideally they would prefer to double that level of involvement (ideal: 15.7%).

Were the Overall Goals and Objectives of the Conference Obtained?

A major goal of the conference was to help members feel more involved and invested in the Division. Sixty-eight percent reported that the conference helped "quite a bit" or "very much" and an additional 22% reported that it was at least "somewhat" helpful. When asked what contributed to this feeling of increased involvement, 90% said renewed or new collegial relationships with Division members had a lot to do with it and two-thirds indicated that program content was a key factor. Approximately one-third of those who felt more involved reported that recognizing that the Division was concerned about "people like me" was a key factor, and an equal number indicated that their motivation to become more involved in social action was the reason.

The Conference didn't result in World Peace but it did appear to lead to some positive changes. Sixty-four percent reported that participation would have at least a moderate impact on improving their current activities (23% predicted a substantial impact) and 59% reported being at least "somewhat" likely to pursue a new area or interest (24% reported being quite or very likely).

Another goal of the Conference was to reduce the Applied/Research split in the Division. No consensus emerged as to whether this goal will be or was realized. Nearly half (47%) felt that the Conference contributed slightly or not at all. On the other hand 31% believed the conference was somewhat effective, and 22% believed it had or will have a significant effect.

One indication that the conference helped to bridge that gap comes from the data on new friendships and planned collaborations. On average, respondents reported making 2.6 new friends and meeting 2.8 researchers whose work they said they will follow. Moreover, half of this latter group said that they were planning some new collaborative effort in teaching, research, or social action.

How Did Participants React to the Content of the Sessions?

Participants were asked to rate the sessions they attended on a wide variety of dimensions typically using a 1-5 point scale (1 = not at all, 3 = somewhat, 5 = very). Respondents generally felt that the sessions they attended were quite good (x = 3.74) as was the quality of the research presented (x = 3.91) and that the sessions exemplified the theme of Community Research and Action. Respondents reported that the sessions were moderately valuable in terms of acquiring new knowledge (x = 3.45) and in terms of enhancing their existing understanding (x = 3.49). Participants on average reported that their teaching and research (x = 2.99) and their applied work and social action (x = 3.01) would only be somewhat influenced by the information presented and by their participation in ses-
sions. This is not surprising given the knowledge and experience of participants prior to the conference. Significantly, respondents felt there was a reasonable level of participation (x = 3.64) in sessions with participants asking questions, contributing to discussion, and raising issues. Respondents also reported that they would have preferred formats that would have allowed (a little) more participation.

How Did Participants React to the Format Used in the First Biennial Conference?

The first Biennial Conference included 32 sessions: 13 Symposia, 8 Round tables, 4 Panels, 2 Invited addresses, 2 Experiential exercises, 1 Workshop, 1 Seminar poster (which included 10 individual posters) and 1 Poster cluster (which included 7 individual posters). Respondents generally felt comfortable with the range and mix of session formats offered. Respondents suggested that the planners of the Second Biennial Conference should have the same number of invited addresses and panels, fewer symposia, a little more in the way of poster clusters, seminar clusters, and experiential exercises, and substantially more workshops.

How Do Participants Want the Second Biennial Conference Structured?

The envelope please! The clear winner was a totally open conference with no specific theme, similar to the 1987 format. Three-fourths of all respondents rated this as their first or second choice. Tied for second and third place were a conference with multiple mini-themes or an open conference with a mini-theme (i.e., multiple sessions devoted to a single theme throughout the conference). Finally, the last choice was a conference with a single theme which, in addition to receiving the lowest rating, was viewed as an unacceptable format by nearly 40% of those responding.

Observations and Conclusions

The architects of the First Biennial Conference on Community Research and Action set ambitious goals that were central to the Division and the vitality of Community Psychology. The reactions of conference participants suggest that many of those goals were realized. The data indicate that the presentations were representative and of high quality, that there were reasonable opportunities for discussion and debate, and that the sessions themselves were quite good. There was near consensus among participants favoring another open conference in 1989. Similar to the First Biennial Conference but with more workshops and more participation. Moreover, when participants were asked where they would make a submission that reflected their best work, 78% selected the Second Biennial Conference over a national or regional APA meeting. This response may signal a pulling away from APA and/or indicate the increasing importance of the Biennial Conference for Division 27.

The Conference planners did an excellent job of attracting minorities and women, however, community psychologists working in government, the corporate sector, and mental health or community-based agencies need to be better represented. The conference as also very effective in attracting graduate students and younger community psychologists interested in acquiring or further developing areas of interest. Indeed, one in four participants reported that their participation in the conference would have a substantial impact on their current activities and/or on the likelihood that they would pursue a new area of interest. Most participants left Columbia feeling more involved and invested in the Division. They had established new friendships, and among those who had established new professional relationships, half said that they were planning some new collaborative effort in teaching, research, or social action.

Finally, relative to two significant goals, decreasing the applied/researcher split and encouraging involvement in social action, the conference seems to have made a difference. Concerning the first goal, one in five participants felt the conference had a significant impact on reducing the applied/researcher split within the Division. In terms of the second goal, respondents reported wanting to more than double the proportion of time they currently allocate to social action. It is not clear that participation alone was responsible for this result. These collective results are not insignificant but the longer term impact will have to meet the test of time.

We hope that the results of this evaluation are of interest to the Division and useful to the planning committee for the Second Biennial Conference.

REFERENCES


National Psychology Graduate School Student Association of the American Psychological Association

"I believe it is time for APA to recognize the importance of student participation—you are, after all, our future." With those words, APA President Raymond D. Fowler encouraged students to attend the 96th Annual Convention of the American Psychological Association in Atlanta, Georgia. It was at that convention that the APA Council of Representatives officially endorsed the formation of a National Psychology Graduate Student Association within APA.

All student affiliated of APA are members of this new association. Though the association was just established, great effort and creativity on the part of many students have enabled us to describe to you the role we will play, the activities of our inaugural year, and the benefits to students for joining APA.

The intention of the National Psychology Graduate Student Association is to represent and promote the interests of psychology students within APA. These interests include, but are not limited to: Education and training issues, networking opportunities, research ethics specific to students, better internship funding, lobbying for increased scholarship funding, APA convention student activities, encouraging research internships, training opportunities for ethnic or sexual minorities, student conference travel and accommodation funding, student research grants, student transition issues, providing student involvement on all bodies that influence our education, etc.

If these issues are of importance to you, then you should be a member of APA. In addition to the benefits of APA membership, which include receiving the APA Monitor each month, reduced APA journal subscriptions, and the opportunity to become involved in many students activities sponsored by APA Divisions, you will receive from the National Psychology Graduate Student Association: Our newsletter, devoted solely to the above issues of students, three times per year, the opportunity to participate in an exciting convention program designed by and intended for students of psychology, the chance to involve yourself in the organization of this group to voice your specific concerns, and more.

Any graduate or undergraduate student taking courses in psychology who is endorsed by a Member or Fellow of APA is eligible to join APA as a student affiliate and will become a member of the National Psychology Graduate Student Association. Student Affiliate fees are $25.00. Now there are more reasons than ever to join APA as a student. Your participation will make a difference. After all, as Dr. Fowler mentioned, we are the future!
Editor's Note: Jean Ann Linney described the innovative work of National Mental Health Association and the development of the National Prevention Coalition in her president's column (see p. 3). The National Prevention Coalition has developed a position statement which we thought would be of interest to Division 27 as a whole as well as to individual members. The statement and some of the organizations that have endorsed it appear below.

NATIONAL PREVENTION COALITION

Position Statement

The prevention of mental-emotional disabilities is an urgent but complex challenge requiring coordinated efforts of many systems in our society.

Statement of Problem

At least 19 percent of adults in the United States suffer from mental-emotional disorders, a range of disorders that includes schizophrenia, affective disorders, anxiety and other cognitive, emotional, or behavioral disorders that seriously interfere with an individual's life and productivity. There are 7.6 million children with mental-emotional disorders. The financial cost in terms of direct care, lost productivity and social welfare programs was estimated at $54 billion in 1981. Of even more concern is the tragic toll in human suffering.

Mental-emotional disabilities are closely interrelated with problems of general health, substance abuse, poverty, adolescent pregnancy, school dropout, unemployment, delinquency, and a host of other social problems. The challenge of preventing mental-emotional disabilities cannot be assumed by one agency within society. It demands the expertise, commitment and coordination of many systems.

Statement of Purpose

A number of organizations committed to the prevention of mental-emotional disabilities have joined together in coalition—

* to share information about current prevention efforts
* to provide a forum for discussing issues relevant to prevention
* to foster prevention research and seek consensus on priority needs for such research
* to foster transfer of knowledge from research to service
* to gain acceptance of and use of prevention services as a part of the continuum of mental health services
* to share information about current policies affecting prevention
* to influence those policies

Premises

1. Health as defined by the World Health Organization is "a state of complete physical, mental, and social well-being and not merely the absence of disease." Mental health and physical health are interrelated.
2. Mental-emotional disabilities comprise an extensive list of conditions. They range from severe illness such as schizophrenia to less severe, less chronic but often acutely disabling disorders.
3. Mental-emotional disabilities can rarely be attributed to a specific cause such as a virus, bacterium or gene, but instead develop from complex interaction of biological, physiological, psychosocial, interpersonal and environmental factors. This complexity is not unique to mental-emotional disabilities and does not make prevention impossible. Rather than an exclusive focus on a specific disease or disability, the prevention focus is more on a vulnerability-healthiness continuum.
4. Prevention means literally to keep something from happening. Within the field of mental health, it means intervening in a deliberate and positive way to counteract harmful circumstances before they cause disorder or disability.
5. The potential of preventing mental-emotional disabilities is based on public health approaches of eliminating or modifying antecedent factors and of enhancing the individual's ability to tolerate those factors. Prevention within the mental health field thus involves modifying risk factors or stressors, developing competence, and ensuring support.
6. A substantial and rapidly expanding knowledge base exists to direct efforts in the prevention of mental-emotional disabilities.
7. Knowledge of risk factors provides impetus to prevention work by suggesting avenues of intervention. It is recognized that the "at risk" label is a statistical concept, to be used with caution and sensitivity. The competences, support, and modification of stressors that are involved in prevention of mental-emotional disorders are positive, relevant, and important for every individual.
8. No prevention specialist claims that the current state of knowledge is sufficient to prevent schizophrenia. On the other hand, leads derived from prevention-oriented research may contribute to unraveling the complex and inter-related causes of these most severe, as well as some of the more limited, disabilities. Further progress will come with intensified and coordinated research to identify causes and risk factors and with the development of effective interventions.
9. The scope of prevention efforts is across the life span, from prenatal care and recognition of attachment needs of infants to fostering social networks and personal control for the elderly.
10. Investing is prevention will in the long run be cost-effective. There is evidence of long-term effects of prevention interventions in reduced social costs. The intangible benefits of preventing rather than treating disabilities are obvious.

Endorsement Received From The Following Organizations

American Association for Marriage and Family Therapy
American Association of Counseling and Development
American Orthopsychiatric Association
American Psychiatric Association
American Psychological Association
National Association of State Mental Health Program Directors
National Center for Clinical Infant Programs
National Council of Community Mental Health Centers
National Mental Health Associations
Vermont Conference on the Primary Prevention of Psychopathology
World Federation for Mental Health
A GUIDE TO CONDUCTING PREVENTION RESEARCH IN THE COMMUNITY

First Steps

James G. Kelly, PhD
Professor of Psychology, The University of Illinois at Chicago
In Collaboration With
Nancy Dassoff, Ira Levin, Janice Schreckengost,
Stephen P. Steinzner, and B. Eileen Altman

"No finer set of recommendations and guideposts in the field of prevention."
Leonard Jason, PhD, Professor of Psychology, DePaul University, Chicago, Illinois

"Not only a guide for conducting prevention research, but also an invaluable handbook for prevention program managers and program developers as they endeavor to create and sustain community support for prevention. Dr. Kelly and his associates have identified and presented in practical terms the essential principles, strategies, and priorities for advancing prevention activities. . . . A major contribution to the technology of prevention."
Stephen E. Geldofer, EdD, MAPP, Associate Director,
UCLA Preventive Psychiatry Center, Los Angeles, California

"Provides concrete guidelines regarding what prevention professionals should be aware of in order to plan effective programs and put in to place comprehensive community-based strategies. . . . Very well organized—a step-by-step guide with an excellent bibliography. . . . A must for all prevention professionals and researchers alike."
Dr. Katy H. Rey, Deputy Director, Prevention/Intervention Group;
New York State Director of Alcoholism and Alcohol Abuse, Albany, New York

(A monograph also published as Prevention in Human Services, Vol. 6, No. 1.)

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Selected Contents

PART I: THE RECONNAISSANCE
TASK • Selecting a Topic That Derives From Underlying Community Needs • Processes and Traditions for Communication Between Diverse Community Groups • Public Education and Public Awareness • Strategies for Understanding and Being Understood by Those Opposed to the Concept of Prevention • Multi-Media Activities That Describe Prevention Work • Identifying Points of Policy Impact Before Inquiry Begins • The Prevention Research Branch of the National Institute of Mental Health • Involving Local Corporations Who Have Independently Invested in Prevention as a Concept • Identifying the Informal Social Networks That Enhance the Development of Social Competencies

PART II: THE RESEARCH TASK
The Search for Systemic Variables • The Variables and Processes That Facilitate Community Participation • Identifying How Multiple Levels of the Community Affect the Research Topics • Participative Ownership • Establishment of a State Commission to Stimulate Prevention Research and Service • Side Effects • Survey of Citizen Participants About Various Aspects of the Research Process • more
Some Initial Remarks from the New National Coordinator
(With Help from my Friends, The RCs)

My initiation as National Coordinator has been characterized by the same qualities and challenges as my sojourn as Regional Coordinator except that the experiences are geometrically magnified. The support and encouragement of Roger Weissberg and of the RCs I've had contact with have been extremely helpful and positive. The experience of coordinating on a national (and international!) level multiplies both challenges and, hopefully, possibilities. Attempting to enforce deadlines for others is even more dreadful than trying to meet those set by others. Figuring out how to foster regional self-initiative and individuality while at the same time encouraging inter-regional interdependence and collaboration have been my greatest concerns thus far. I suspect it will continue to challenge me, RCs, and the Division as a whole.

The material below is organized first by substantive issues relevant across regions followed by summaries of individual region's news and activities. The report ends with an appeal for help in identifying people for unfilled RC positions, and for other roles in the regional network.

Biennial and APA Conference Plans

At APA, there was consensus among RCs that programming for the Biennial and for APA should be developed around a substantive theme or themes rather than having regional activity per se as a focus. The assumption was that specific themes would probably attract more people than "generic" regional activities, and that regional activities and involvement might then be "piggy-backed." Efforts to implement this strategy via phone and mail have not been successful. Therefore, I have decided to organize round table sessions hosted by RCs for both conferences. If there is a low turnout as there was this past year, we will use the time to network among ourselves and to choose one or more substantive themes for the following APA. While the difficulty of coordinating this sort of effort has been frustrating, the efforts of individual RCs at their regional levels—and nationally as well—has been encouraging as the regional reports below show.

Regional Highlights

Northeast Region. The sixth annual Northeast Regional Conference, "Creating the next steps: The practical and political problems of implementation in community psychology," was a great success with over 150 people participating. The format of large blocks of time with discussion built into each session was especially well received. Another innovative aspect of the conference was discussion among RCs and Committee of Women members about organizing regional meetings on women's issues. Plans are also underway for a publication of conference proceedings. Local groups in the Northeast working on homelessness issues met at the conference and will be meeting again. Their intention is to form a network at the regional network and to do a presentation about their work at the Biennial Conference.

Southeast Region. After a year's hiatus, 85 people participated in an Eco-conference which was held October 6-9, 1988. The theme, "Activism and other "isms," was very positively received. Keynote speakers included Jean Ann Linney speaking on "isms" in community psychology and Sandra Barnhill, an attorney, who talked about aid for imprisoned mothers. There was also a focus on how to go about working through group differences and how to integrate ethnically and religiously different groups. Plans are already underway for another eco-meeting next fall.

The Southeast region is also planning community programming at the SEPA conference to be held March 23-26, 1989. Public policy issues and issues related to adolescence will be highlighted.

Midwest Region. This year's well-attended Midwest ECO conference was co-hosted by students at DePaul University and the Illinois Institute of Technology. This is the first year ECO has been hosted by more than one school. Students in the region found co-hosting an effective way to involve new schools and students in organizing a regional conference. The conference theme was: "What is the Process of Implementing Research and Action in Communities?" Jim Kelly honored participants with a keynote address.

Patrick Tolan, Chris Keys, Fern Chertok and Len Jason organized an APA-sponsored conference held at DePaul University in September. The conference, "Researching Community Psychology: Integrating Theories and Practice" brought together leading community psychologists from all over the country to participate in exploring new research ideas for the field. Special thanks to the organizing committee, especially Pat Tolan who led the committee, for their very hard work putting this special event together.

A full day program is being planned for MPA in the spring. Presentations include: "Primary prevention in the Chicago public schools." Changing psychology graduate programs from within: What can students do?" "Collaborative advocacy," and "Is there a need for a post-doctoral prevention center?"

Finally, local groups continue to meet on a regular basis to discuss community psychology topics.

Western Region. The geographic size and diversity along with the diversity of the population present special challenges for developing regional networks and for communicating among RCs and members. It is especially difficult for RCs and members in thinly populated areas or in non-academic settings to maintain involvement in the Division. At the same time, however, much innovative community research and action is going on in these areas. For example, the governor of Oregon declared "The Children's Agenda," as the legislative mandate for the year. To start the initiative, Emory Cowen was invited to speak about prevention and children: 1200 people turned out!

Clearly, then, much work is going on in prevention and other areas, but involvement in the Division is not necessarily associated with this. Changing the name of the Division to "Society for Community Research and Action" would be a help. It is also essential for the Executive Committee, the regional network, and individual members to seriously explore ways to provide support to members doing community psychology in the community, and to communicate the benefits of membership to people not yet involved. Otherwise, our declining numbers are sure to drop even lower.
Canada. Community psychology is alive and well in Canada and networking across borders is flourishing, too. At the 1988 meeting of the Canadian Psychological Association (C.P.A.) in Montreal, members of the Ontario Institute for Studies in Education presented a symposium entitled, "Community psychology: Towards a critical analysis of existing power relations and social change in community settings." At the Ontario Psychological Association annual meeting this February, Julian Rapaport will be one of the keynote speakers. Geoff Nelson, Steve Chris, and Ed Pomeroy will also present a symposium on Mental Health Policy Planning, and Practice. The 1989 C.P.A. meeting will be held in Halifax in June, and a number of community psychology presentations are being planned, including an award-winning student paper.

Geoff Nelson, RC, and a number of other Canadian psychologists are planning a roundtable discussion for the Biennial entitled, "The Canadian Mental Health Association as a setting for community research and action: Roles for community psychologists." Geoff also suggested having a self-help group meeting for RCs to talk about issues including, for example, what it's like coordinating a region that's a bi-lingual country.

Regional Coordinators and Others Needed

Latin America needs one or more coordinators: Please volunteer yourself or let me know of others who would be good in this role. All of the other regions will be needing a new first year coordinator in August. If you want to get involved in this way or in other tasks at the regional level, let me know or contact any of the RCs. Also, there is an international RC network that is as expandable as interest and energy.

Council of Representatives Report

Judith E. Albino

In sharp contrast to the last two sessions of the APA Council of Representatives, which were marked by financial crisis, strife related to reorganization, and increasing polarization of scientists and practitioners on a variety of issues, the February 1989 Council meeting was truly a "kinder, gentler" (to borrow a phrase) experience. The APA financial picture has improved substantially, and most Council Reps voiced an attitude of optimism — albeit extremely cautious optimism — related to the organizations desire and ability to respond to the interests of its diverse constituencies.

Under the leadership of outgoing APA President Ray Fowler and Acting Executive Officer Gary Vandenbos, fiscal actions were undertaken that moved the organization from an expected 1988 deficit of $2,125,800 to a net gain of $380,000. Following the enormous losses sustained up to the sale of Psychology Today last year and an alarming operating deficit in 1987, this is good news, indeed. The Board of Directors is now working with legal and real estate consultants to complete negotiations on a $50 million building project that would provide space for all of APA's operations in Washington, D.C. at a site adjacent to the Union Terminal and near the Capitol Building. The site is being offered selectively to not-for-profit organizations by the Redevelopment Land Agency, and provides for full tax abatement the first five years followed by a 50 percent abatement the next five years.

APA's bid for the property involves a somewhat complicated arrangement with other entities, including the Center for Public Administration and Service, which has priority rights on the land parcel in question, Trammel Crow, the developer who will assume major risks in the role of general partner, and the Washington Educational Television Association, which is interested in leasing space in the building. Although the building site is far from attractive at this point, it is located in a priority area for development and also has the advantage of a metro stop at the door. The APA Board of Directors appear to be persuaded that this will be an important and profitable move for the organization, but Council members Psychology Today and the bail out which required selling APA's buildings just last year — urged caution as negotiations continue.

Council passed a proposed amendment to the APA Bylaws that would limit Council Representatives to no more than six years on Council, with a 3-year hiatus before serving again. This allows lengthy enough terms in which to influence major issues, but avoids the problem of "professional" Council Representatives who can dominate Council to the advantage of their personal and/or other special interests. I believe this provision is important for Division 27 and other smaller divisions that have less power and control in Council. Such units do not have the option of rotating experienced Council members through multiple seats as many of the larger Divisions and State Associations do under the current system. I urge you to support this amendment to APA Bylaws when you receive the referendum along with the general election ballot in May.

In other action, Council approved the appointment of a Task Force to Review Research on the Psychological Sequelae of Abortion and Denied Abortion, as requested by George Albee, who represented the Board on Social and Ethical Responsibility in Psychology (BSERP). A resolution on Nuclear Disarmament was referred to BSERP for study. Council passed in principle a set of guidelines related to conflict of interest for Board and Council members, but referred the document back to the Committee on Legal issues for further refinement. An item requiring one year of residency for all doctoral-level programs in Psychology was approved by Council. An additional item of major interest was one involving the establishment of an Education Directorate, equal in status to the Science, Practice, and Public Interest Directorates at APA. This proposal passed, and plans for implementation will be developed over the coming months.

Council engaged in a departure from usual procedure when Saturday morning was devoted to small group discussion of some issues on which the Board wanted input. Council Representatives were randomly assigned to six groups and asked to discuss several topics, including (1) how can the governance of APA be operated more efficiently? and (2) how can APA be more responsive to the needs of scientists and academicians as well as to practice and public interest-oriented members?

These discussions were very productive, and most agreed that a full understanding of the issues can be achieved more easily when discussion does not occur exclusively on the floor of Council under the pressure of an impending vote. One important outcome of suggestions that emerged from these sessions was the Board's agreement that they would attempt to restore the full meeting schedule of all APA Boards and Committees, which had been substantially reduced to accommodate budget restrictions. The consensus from small group discussions of this topic was that although the cost of these meetings can probably be reduced, Board and Committee work is an extremely important mode of member participation and input. The Board also was advised to use APA's Committee on Structure and Function of Council (to which I have just been elected by Council members) as a sort of committee on committees for channeling Council items more efficiently.

As your Representative, I welcome advice and comments from any Division 27 members interested in issues before Council. Although the meeting agenda has never been available in time for me to directly poll members regarding their opinions on Council action, your comments can be very useful after the fact. Many items carry over from one Council meeting to another, and it is also useful to hear from you simply to clarify my sense of Division members' general attitudes and opinions.
Division 17 Nominations for Office

This Spring, Division 27 members vote for a President-elect, and a Member-at-Large. Following is a list of candidates selected by the Nominations Committee and approved by the Executive Committee.

Candidates for President-elect

Marybeth Shinn

Educational:
1973 BA Radcliffe College, Harvard University (Social Relations)
1976 MA University of Michigan (Social Psychology)
1978 Ph.D. University of Michigan (Community, Social Psychology)

Current Position:
Associate Professor, Psychology Department, New York University

Division 27 Involvements:
Chair-elect (1988-89), Secretary (1987-88), Council of Community Psychology Program Directors; Divisional Program Chair, APA Convention (1988); Member-at-Large of the Executive Committee, Member of APA Program Committee (1985-88); Member, Biennial Conference Planning Committee (1986-87); Editorial Board, American Journal of Community Psychology, (1981-84, 89-), Associate Editor (1986-88), Fellow since 1986, Reviewer for APA Convention Program (1979-84); Member, Task Force on Women (1979-82); Divisional Liaison to APA Committee on Women (1979-81).

Representative Publications:


Robert D. Felner

Education:
1971 BA University of Connecticut
1977 Ph.D. University of Rochester (Clinical/Community Psychology)

Current Position:
Professor, Director of the Community and Clinical Psychology Programs and Associate Head, Department of Psychology, University of Illinois, Champaign, Illinois.

Division 27 Involvements:
Member, Editorial Board, American Journal of Community Psychology (1982-89); Chair-elect and Chair, Council of Community Psychology Program Directors (1981-89); Member of Council, Executive Committee (1981-89); Invited address for Division 27 and 17 (School), American Psychological Association Annual Convention (1988); Chair, Membership Committee, Division 27 (1982-85); Southeastern Regional Coordinator (1981-82); Northeastern Regional Coordinator (1978-81); Chair, Task Force on Internships and Fieldwork in Community Psychology (1978-80).

Representative Publications:


Candidates for Member-at-Large

Melvin N. Wilson

Education:
1970 BA Millikin University
1973 MA University of Illinois
1977 Ph.D. University of Illinois

Division 27 Involvements:
Co-Chair, Standing Committee of Ethnic Minority Issues of Division 27 (1986-88); Reviewer for the National Conventions of APA & the Biennial Conferences on Community Research and Action (1987-89); Co-Editor of the Ethnic Minority Issues Column in the Community Psychologist (1987-89); Regional Coordinator for Southeastern Region and Member, Nomination Committee of Division 27 (1989); Editorial Board of the American Journal of Community Psychology (1989).

Representative Publications:


LaRue Allen

Education:
1972 AB Harvard
1980 Ph.D. Yale

Division 27 Involvements:
Northeast Regional Coordinator 1979-83

Representative Publications:


Call for Concept Papers

Judicial Council of California

Family Court Services/AOC of the Judicial Council of California announces a call for concept papers for their 1989-90 Grant Program. Projects in the following areas will be considered for funding: (1) Demonstration projects involving alternative dispute resolution techniques in the development of child custody, child support and/or financial settlement agreements; (2) Study of the desirability and feasibility of judicial guidelines governing child custody dispositions; and (3) Evaluation of education programs for divorcing parents. Receipt deadline: March 31, 1989. Semifinalists will be invited to develop full proposals for a July 1 deadline. Application packets are available from: Family Court Services/AOC, Judicial Council of California, 350 McAllister Street, Rm 3154, San Francisco, CA 94102; (415) 557-4129.
Summary of the Division 27 Midwinter Executive Committee Meeting

Roger P. Weissberg
Secretary-Treasurer

The purpose of this column is to provide Division 27 members with a brief summary of the key issues that were raised at the Division 27 Midwinter Executive Committee Meeting that was held on January 14-16, 1989 at Lesley College in Cambridge, Massachusetts. I would be happy to mail copies of the detailed minutes to interested Division members.

The following people attended the meeting: Jean Ann Linney (President), Kenneth Heller (Past President), Leonard Jason (President-elect), Judith Albino (APA Council Representative), Carolyn Swift (Member-at-Large), Irma Serrano-Garcia (Member-at-Large), Meg Bond (Member-at-Large), Anne Mulvey (National Coordinator), Nancy Burgoyne (National Student Representative), Roger Weissberg (Secretary-Treasurer), Joseph Galano (Newsletter Editor), Christina Mitchell (Membership Chairperson), Tom Wolff (Chair, Interest Group on Applied Settings).

Report of the Secretary-Treasurer. The financial status of the Division is very good. We begin 1989 with a cash reserve of $27,789.74. Our projected income for 1989 is $45,450. The proposed budget for 1989 is $48,050. Thus, we should end 1989 with a cash reserve of approximately $25,189.74. The bottom line—which makes the Secretary-Treasurer very happy—is that Division dues will definitely not be raised during his term of office (1988-91).

Other important developments with respect to Division's evolution include: (a) We recently applied for and received 501 (c) (3) tax-exempt status from the Internal Revenue Service; (b) We will file income tax reports for the first time during 1989; and (c) We are beginning the deposit Division funds in certificates of deposit and interest-bearing checking accounts so that we can earn more yearly revenue for the Division. In summary, as the Division grows, gets involved in more projects (e.g., sponsoring a biennial conference and subscriptions to AJCP), and become more organizationally complex, the financial functioning of the Division is maturing at the same rate.

Report of the Membership Chair. During 1988, the Division was comprised of a total of 1486 members including: 899 dues-paying members, 124 dues-paying fellows, 96 dues-exempt members, 94 affiliate members, and 273 student members. Since dues were raised from $7 to $29, membership has declined by about 200 people each year. The highest priority of the Membership Committee is to focus on ways to retain current members and to recruit new ones.

Report of the Planning Committee for the Biennial Conference for Community Research and Action. The second Biennial Conference will be held in East Lansing Michigan at the Michigan State University from June 22-24, 1989. Final decisions about the Program will be made by the Program Planning Committee at a meeting at MSU on March 3-4, 1989.

Report of the APA Program Planning Committee. Carolyn Swift indicated that proposals to Division 27 for APA program time have decreased during the last few years. It is critical to encourage more submissions and to develop innovative program planning approaches in the future. In spite of the decline in overall submissions, the Division will still sponsor an exciting array of high-quality submissions during 1989 (to be presented in the next issue of the Community Psychologist). The key Division 27 theme for the 1990 conference will be the "The Changing Sociopolitical Environment and Its Impact on the Conceptual and Organizational Development of Community Psychology: New Concepts, New Research Models, and New Interventions."

Division 27 Awards. The Division gives five major awards. The selection process for three awards to be given during 1989—The Distinguished Contribution to Research and Theory in Community Psychology, The Distinguished Contribution to Practice in Community Psychology, and the Henry V. McNeil Award for Innovation in the Field of Community Mental Health—are still underway. The Dissertation Award for 1989 will be given to John E. Presby, Department of Psychology, University of South Carolina for his thesis entitled "Leaders and Leadership in Grassroots Voluntary Organization: An Examination of Personal Management." The Division is also giving a Special Award to Dr. Joyce Lazar, Chief of the NIMH Prevention Research Branch, for her outstanding leadership in advancing support for prevention research and practice.

Report of the Fellows Committee. Last year, under the leadership of Ed Seidman, Division 27 catalyzed the election of 14 new fellows and 13 old fellows. Ken Heller, the current Chair of the Fellows Committee, would like to continue this effort to honor and recognize Division members who have made outstanding contributions to the field of Community Psychology. In addition, to open up the process of selecting Fellows, an article describing how these procedures operate will be published in the Fall issue of the Newsletter.

Report of the Publications Committee. John Gladwell completed his term as the Editor of the American Journal of Community Psychology. Leonard Jason completed his term as Editor of the Community Psychologist. The Executive Committee acknowledged the excellent job done by both individuals. The transitions to new Editors—Julian Rappaport for AJCP and Joe Galano and John Morgan for the Community Psychologist have gone very smoothly.

Committee on Nominations and Elections. Based on a report by Thom Moore (Committee Chair), the Executive Committee selected: (a) Mary Beth Shinn and Robert Feltner to run for Division President, and (b) Melvin Wilson and LaRue Allen to run for Member-at-Large.

Reports of Standing and Special Committees. Reports were presented by the National Coordinator (Anne Mulvey) and National Student Representative (Nancy Burgoyne) about regional coordination activities (e.g., regional conferences and newsletters) and the roles and responsibilities of student representatives. The newly elected National Students Representative-Elect is Karla Fisher of the University of Illinois. The Committee on Ethnic and Minority Affairs (Co-chairs: Melvin Wilson and LaVonne Robinson) have recommended that the Executive Committee establish a "Mentorship of Ethnic Minority Students and Junior Faculty Award." Ana Marie Cauce has been elected Chair-elect of this Committee. The Committee on Women (Co-chairs: Ann D'Ercole and Claudia Zanardi) have identified a series of national and international issues affecting women that group members will address. Helena Carlson is Chair-elect of this Committee.

Interest Groups. The Division now has five Interest Groups: Aging (Chair: Alex Zautra), Applied Settings (Chair: Thomas Wolff), Children & Youth (Chair: Irwin Sandler), International Community Psychology (Co-chairs: Janis Kupersmidt and Wolfgang Stark), Rural Psychology (David Hargrove). All groups plan to sponsor presentations or meetings at the Biennial Conference and/or at APA. In addition, the Executive Committee and Membership Committee will develop a form to mail to all Division Members to enable them to express interest in joining these Interest Groups.

Discussion Regarding Changing the Division's Name. During the last year, there has been considerable discussion about changing the Division's name to "The Society for Community Research and Action." The Division of Community Psychology of the American Psychological Association." The proposed name change represents the continuation of the process of
making the Division a more independent free-standing organization while still maintaining a relationship with APA. The following course of action will be pursued: (a) Jean Ann Linney and a subcommittee will write an article for the newsletter describing the history and rationale regarding the proposed name change, and requesting reactions from the membership; (b) These issues will be discussed further with the membership at the Biennial Conference; and (c) A mail ballot regarding the name change (and associated bylaws changes) will be sent to the membership before the 1989 APA Convention.

The Establishment of a Special Committee on Social Policy. The Executive Committee approved a proposal to create a Special Committee on Social Policy. Brian Wilcox and Deborah Phillips were appointed Co-chairs of the Committee.

The Question of Affiliation with the American Psychological Society. The EC voted to delay the decision about joining APS, feeling that more information is needed about the implications of joining for the Division and our membership. At the same time, we recognized the importance of responding quickly and proactively rather than slowly and reactively with respect to defining our relationship with APS. We will attempt to resolve this issue, after getting more input about APS and from our membership, during the APA meeting.

Donation to a Series of Public Policy Talks with Members of Congress regarding Children and Families. The Executive Committee voted to donate $250 from the Division's 1989 budget to co-sponsor this series. The series is being coordinated by Gary Melton and will include many Division 27 members. In addition, the Executive Committee will appeal to individual Division members to contribute to this worthy cause.

Establishing More Contact between the Executive Committee and Division Members. The Executive Committee will conduct a discussion group during the Biennial Conference to talk about key Division issues with the membership. At APA the Outgoing Executive Committee Meeting will occur on August 11 from 6:00 to 10:00 p.m. The Incoming Executive Committee Meeting will take place on August 14 from 8:00 a.m. to 12:00 noon. The Business Meeting will take place on August 13. Interested Division members are encouraged to attend all three meetings.

Congressional Briefings on Children and Families

Judith Albino

A series of Congressional briefings on issues related to children, families, and the law has been initiated by psychologists concerned with a broad range of legal and public policy questions which affect children and families. The first of these briefings was held at a luncheon meeting on February 1, and was attended by about 30 key Congressional staff members. The topic was Trends in Child and Family Law and Research, and key speakers were Ed Mulvey of the University of Pittsburgh, and Mark Soler of the University of Nebraska-Lincoln. Future sessions — all scheduled in Washington, D.C. — will include such topics as Foster Care Reform, Child Witness Issues, AIDS and Adolescents, Family Welfare and the Farm Crisis, Children's Rights in International Perspective, and Special Education Law.

The purpose of this series is to familiarize the staff of key U.S. Senators and Representatives with issues related to the welfare of children and families. Since these are the individuals most often involved in drafting legislation in this area, these sessions not only provide them with information that they need, but also provide them with a resource network for future reference. It helps to assure that those in the psychology community who are most knowledgeable about these issues will be contacted when changes in law and policy related to children and families are being considered.

Primary sponsors of the series are six centers on children, families, and the law at the State University of New York at Buffalo, and at the Universities of Hawaii, Michigan, Nebraska, Pittsburgh, and Virginia. The Division of Community Psychology is a co-sponsor of this series, along with the Division of Child, Youth and Family Services (37), the American Psychology-Law Society (41), the APA Public Interest Directorate, and the National Legal Resource Center for Child Advocacy and Protection of the American Bar Association. Gary Melton serves as organizer and moderator for the series.

The Executive Committee of Division 27 believes that this series represents an important new activity in legislative education that is related to the interests of many community psychologists, and we would be pleased to pass along your suggestions regarding this work. In addition, the Executive Committee has agreed to provide some minimal financial support on behalf of Division 27. Because the Division's resources for such activities are limited, however, we also want to appeal to members who are especially interested in this effort to lend their own personal support.

Contributions in any amount would be appreciated and will be included in the Division's contribution, along with an acknowledgement of your support. Checks should be made out to the Division of Community Psychology and mailed to Secretary-Treasurer Roger Weissberg, Department of Psychology, Yale University, Box 11A Yale Station, New Haven, CT 06520-7447.
New Fellows Elected

New Fellows elected by the Division and endorsed by APA were announced at the Division 27 Business meeting, August 14, 1988, Atlanta Georgia. They were: M. Barrera, J. Blanton, L. Bond, M. Elias, B. Hirsch, C. Keys, R. Liem, G. Levin, R. Munoz, S. Riger, I. Serrano-Garcia, D. Snow, L. Tornatsky, and R. Winett.

Special Issue on Community Psychology Perspectives on Delinquency

The September, 1988, issue of Criminal Justice and behavior was devoted to the subject of "Community Psychology Perspectives on Delinquency." Guest-edited by David Glenwick, the issue contains a number of articles and reviews pertinent to Division 27 members' interests. The issue may be obtained by writing to Sage Publication, 2111 Hilcrest Drive, Newbury Park, CA 91320; the price is $11.

Criminal Justice and Behavior
Volume 15, Number 3/September 1988

Special issue: Community Psychology Perspectives on Delinquency; Issue editor, David S. Glenwick.

Articles

Community Psychology perspectives on delinquency: An introduction to the special issue, David S. Glenwick.

Delinquency prevention and treatment: A community-centered perspective, Carl B. Clements.

Correlated of delinquency participation and persistence, Patrick Tolan & Peter Thomas.

Street gangs and preventive interventions, David W. Thompson & Leonard A. Jason.

Avoiding out-of-home placement of high-risk status offenders through the use of intensive home-based family preservation services, David A. Haapala & Jill M. Kinney.


The use of paraprofessionals to deliver home-based family therapy to juvenile delinquents, Donald A. Gordon & Jack Arbuthnot.

Crime and cognition: Community applications of sociomoral reasoning development, Jack Arbuthnot & Donald A. Gordon.

Book Reviews

Handbook of Juvenile Delinquency, edited by Herbert C. Quay; reviewed by Curt R. Bartol.


An Announcement for APA Members with a Disability who are Planning to Attend the Annual Meeting

The Board of Convention Affairs would like each person with a disability who is planning to attend the Convention in New Orleans, Louisiana, August 11-15, 1989, to identify himself or herself and to provide information on how we can make the convention more readily accessible to his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance on the APA Advance Registration and Housing Form, which will appear in the March through May issues of the American Psychologist. A note which outlines a person’s specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services. The deadline for registering in advance for the convention is June 26, 1989.

APA Research Review Finds No Evidence of “Post Abortion Syndrome” But Research Studies on Psychological Effects of Abortion Inconclusive

Although it is not yet possible to reach scientifically sound conclusions on the psychological effects of abortion, the American Psychological Association found the wealth of available data suggests most women will not suffer lasting psychological trauma following the procedure.

APA reviewed more that 100 U.S. research studies on the possible psychological effects of abortion. While there were methodological flaws in most of the studies, the available data repeatedly showed that the guilt, regret, stress, and sadness that may follow an abortion are temporary and mild for the vast majority of women.

The Association did not find a single research study documenting the existence of "Post-Abortion Syndrome." And the "syndrome" is not a scientifically recognized psychological disorder.

Part of the controversy over the Supreme Court decision in Roe vs. Wade, legalizing abortions, has focused on the psychological effects of the procedure. "We believe the research evidence on abortion's psychological impact clearly does not support those who argue for the limitation of women's reproductive choices," said Brian Wilcox, Ph.D., Director of Public Interest Legislation at APA.

"We agree with the Surgeon General C. Everett Koop that further research is necessary on the full range of reproductive decisions," said Dr. Wilcox. Until those studies can be completed though, "we believe the available data has important implications and should be used in setting public policy," he said.

It is common for women to report emotions of relief as well as feelings of regret and guilt after an abortion, APA found. These feelings are usually mild and tend to diminish rapidly over time without adversely affecting a woman's ability to function. Temporary guilt, regret, stress, and sadness are not unusual after abortions or other difficult decisions, and should not be confused with psychological disorders.

"The questions is not simply whether abortion has some harmful psychological effects, but whether those effects are demonstrably worse than the psychological consequences of unwanted childbirth," said Dr. Gwendolyn Puryear Keita, Director of APA's Women's Programs.

"Clearly there is much more we need to know about women's psychological reaction to abortion and other reproductive decisions such as having children or surrendering a child for adoption" said James Jones, Ph.D., Executive Director for Public Interest at APA. "But we're not going to have any answers until the federal government backs this research with more than lip service," he said.

The available data repeatedly demonstrated that while many women experience some level of stress (usually mild), following abortion, it is not clear that abortion by itself caused the stress. Stress is commonly experienced following any surgical procedure. It is clear, however, that abortion relieves the well-documented stress of an unplanned pregnancy, APA's review found.

Preliminary research indicates that women most at risk for serious psychological trauma may be those with a history of serious emotional problems, a lack of social support from family or friends, or those who felt pressured into the decision to abort. Women with strong religious convictions against abortion, and those who expected to have difficulty coping may also be at risk, APA found. Only a small number of women actually seeking an abortion are likely to fall into one of these high risk categories, according to the Association.

Some of the limitations of available studies on the psychological effects of abortion include not using samples representative of the entire U.S. population of women having abortions, failing to use groups that can serve as a valid comparison such as women surrendering a child for adoption, not scientifically measuring psychological health, failing to look at other factors such as social support and coping skills, and no following women's psychological condition over long periods of time.

APA endorses Surgeon General Koop's call for additional research on the psychological consequences of various reproductive decisions.
NEW STRATEGIES FOR PREVENTION AND INTERVENTION

HEALTH PSYCHOLOGY AND PUBLIC HEALTH
An Integrative Approach
by Richard A. Winett, Virginia Polytechnic Institute and State University, Abby C. King & David G. Altman, Stanford University

This unique integration of health psychology and public health examines why this combination is optimal and how such an integration will result in a more powerful approach to disease prevention and health promotion. The strengths of health psychology and public health are integrated in a conceptual and strategic framework, which provides the basis for linking theoretical, empirical, and applied multilevel analyses with a systematic approach to large-scale intervention programs. This framework is then applied in the discussion of major strategies for health change and in the exploration of topic areas of particular timeliness for the nation's health, including the AIDS epidemic.

CONTENTS: Preface • Section I: Introduction • Overview of Health Psychology and Public Health • A Conceptual and Strategic Framework for Integrating Psychology and Public Health • Section II: Techniques for Promoting Change • Incentives in Health Promotion: A Theoretical Framework and Application • Concepts, Principles, and Strategies to Use Media Effectively for Health Promotion: Altering the Course of the AIDS Epidemic • Community Health Promotion • Section III: Selected Problem Areas • Prevention in Mental Health: A Proactive Developmental/Ecological Perspective • Prevention in Maternal and Child/Adolescent Health: A Developmental Multilevel Approach to the Problem of Teenage Pregnancy • Steps to Make North American Diets Health Protective • Health in the Workplace • Environmental Health • Processes of Aging: Enhancement of the Later Years, Steven B. Lovett • Epilogue • Indexes
1989 464 pp. 0 08 033640 X Softcover $22.50 0 08 033544 1 Hardcover $49.50

A superb achievement. It is excellent to read a book that focuses on the prevention rather than the treatment of substance abuse.
—George W. Albee, University of Vermont

... essential reading for all practitioners and educators who are working in the challenging field of substance abuse prevention.
—William T. Atkins, Director of the Illinois Department of Alcohol and Substance Abuse

This book will be an excellent resource for practitioners. The authors do a good job of giving a theoretical base from which to understand prevention efforts. The ecological focus is terrific, and it is presented in a fair, logical, and compelling way.
—Jean Ann Linney, University of South Carolina, President of the APA Division of Community Psychology (Division 27)

The authors present a review of the current research concerning the etiology of substance use and abuse among children and adolescents. Family, school, peer, attitudinal and early initiation variables are integrated into a general social developmental model of child and adolescent substance usage and prevention. The rationale, strengths and weaknesses of various programs that have been implemented are described together with the basic issues involved in the evaluation of substance abuse prevention programs. Finally, the text provides a discussion of future directions in the challenge to prevent child and adolescent substance abuse.

CONTENTS: Preface • Introduction • The Development of Substance Abuse • Preventive Interventions Targeting Children and Adolescents • Identifying and Referring High-Risk Youth • Prevention Program Guidelines • Future Directions in Preventing Substance Abuse • Appendices • Indexes
1988 164 pp 0 08 035752 0 Softcover $13.95 0 08 035753 9 Hardcover $23.50

PREVENTING SUBSTANCE ABUSE AMONG CHILDREN AND ADOLESCENTS
by Jean E. Rhodes & Leonard A. Jason, DePaul University, Chicago

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Division 27 Application as: Member Affiliate Student

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(Highest Degree) (Date) (Institution)

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(Major Field of Study) (Minor Field of Study)

Present Position ________________________________

>Title) (Employer)

Enclose check for $15.00 (for student) or $29.00 (for affiliate) payable to the Division of Community Psychology

Is this a renewal application? Yes___ No___

Applicant Signature ________________________________

Date ________________________________

Mail to:
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