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Feature:
Reflections from the Third Biennial Conference

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Community Psychology and the Challenge of Social Policy

President's Column
Lonnie Snowden

It gives me great pleasure to assume the Presidency of the Society for Community Research and Action. The Society and its members are making contributions in many important areas. During my presidency, I hope to help all of these endeavors to prosper but to emphasize one in particular: social policy.

The diverse threads of community psychology weave together in this realm. There is a necessity for sophisticated empirical research to test assumptions about problems, the weighing and sifting of evidence to judge proposals for problem solving, and consultation, community organization, and advocacy to implement and monitor attempts at resolution.

Psychology as a discipline has played a relatively minor role in the policy process. Psychology is hardly alone in this regard: academic disciplines overall tend to remain on the sideline, with the singular exception of Economics. It is to our credit that among the visible contributions to public policy from psychology, many have been made by community psychologists.

As has often been noted, policy concerns and opportunities for response run in cycles. Critical events are on the horizon in several areas, including the upcoming White House Conference on Aging and Institute of Medicine Report on Prevention, the newly appointed Government Task Force on Homelessness and Severe Mental Illness, and various federal and state initiatives to bring about a reorganized mental health system paying greater attention to the needs of the severely mentally ill. No doubt many of you are aware of other important developments.

Already, there have been significant efforts within our Society to take a stronger hand in responding to policy concerns. The Committee on Social Policy sponsored a Task Force on Homeless Children and Families. The Interest Group on Aging recently met with an APA Legislative and Policy Analyst responsible for coordinating the APA response to the White House Conference.

As President, I hope to continue such efforts, to enlarge them, and to expand them into additional areas of concern. I hope to move us even further toward a position of leadership within psychology in matters pertaining to public policy.

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Editor's Farewell

Editor's Column
Joe Galano & John Morgan

This is our last issue; we leave The Community Psychologists in the very capable hands of Sharlene Wolchik. Our three years have been incredibly gratifying, and fast! We leave with mixed sensations of relief, loss, and feeling of accomplishment, but most of all with the sense that we have served the Society and it in turn has served us, and with appreciation for this opportunity and for all the people who contributed during our tenure. Warmest thanks are given to past editor Lenny Jason for his support and guidance; to the Executive Committee and Publications Committee for their constant support of and confidence in our work; to the many readers who passed on praise and constructive criticism; and to the excellent contributing editors and other numerous contributors who took the time to share something of themselves in the service of the Society and its members. We will really miss working with all of you.

We give our deepest appreciation to Kathy Morgan, our tireless and expert Associate Editor. She has handled word processing, layout, and production tasks (and her Editors) with great skill and grace. Thanks to her efforts, we now enjoy a publication with both style and substance. With the advent of various electronic communications, we believe that the editorial and production functions no longer need to be housed in the same location. Therefore, Kathy has agreed to continue as Associate Editor from her base at William and Mary, while Sharlene handles editorial duties from Arizona State. We are indeed fortunate to have such a great team in place.

Best wishes to Sharlene, and warmest thanks to everyone who helped make our editorship so rewarding.
Jeanette Jerrell: Silicon Valley Psychologist

Gloria Levin

Jeanette Jerrell is an example of a psychologist whose eclecticism brought her to community psychology. In 1976 she received a doctorate from the University of Texas in educational psychology, specializing in evaluation and organizational psychology. After working in management consulting and organizational research and managing an evaluation research project in California, she moved to the University of Pittsburgh’s department of psychiatry, teaching community psychology with her colleague, Charlie Schulberg, for five years. Considering herself, first and foremost, a practitioner she provided linkage between the academic psychiatry department and 23 counties in western Pennsylvania, helping those counties plan their mental health services and undertaking evaluation studies for them.

In the early 1980s, federal funding for community mental health services decreased and was consolidated into block grants to the states. But Jeni wanted to continue her career in community mental health services research, despite her department’s changed focus. In addition, her husband Lee’s research area—strategic management in technology firms—was not well-placed in Pittsburgh, compared to Silicon Valley’s high-tech business concentration. “We identified the San Francisco Bay area as the only place on earth we wanted to live. We were ready to drive buses or whatever it took to allow us to return to California.” Fortunately, Jeni was able to continue her career in community mental health services, joining Judy Larsen’s research study on changes in community mental health centers and working on Karen Kirkhart’s project on outcome measures in program evaluation.

While consulting to Santa Clara County’s Bureau of Mental Health, Jeni was asked to direct its research and evaluation program, establishing a mental health services research center in San Jose. The Bureau’s director, Ken Meinhardt, envisioned the Center as a think-tank, undertaking state-of-the-art research for the County. “We assumed that issues that were important for the County would be important nationally.” Among these issues are: attempting to deliver quality services with limited human resources; offering services in general mental health clinics or in specialty community-based organizations; and prioritizing services and resources between the severely mentally ill and other special populations. “My background gives me different perspectives to bring to bear on a program or an evaluation issue,” she stated. Her position taps her eclectic interests and provides a thoughtful environment, protected from political time pressures to do “quick and dirty” work. Not only does the Center value the quality of a response over its rapidity, but Jeni also can approach service issues from a systems-perspective.

Jeni also has an academic base, conducting collaborative research with multidisciplinary faculty from the University of California—Berkeley and San Francisco campuses—as a co-investigator at the Center for Research on the Organization and Financing of Care for the Severely Mentally Ill. Her prior evaluation contacts with UCSF-based Cliff Attkisson and Bill Harquevass led to her involvement in the Center and with Teh-wei Hu, a Berkeley health economist and econometrician who specializes in cost effectiveness analysis. “Meeting him was probably the best thing that ever happened to me,” she stated. This collaboration has given her a new methodology to address critical service issues. “I am fascinated with cost effectiveness studies now—applying them and being a representative for them and fervently supporting everybody doing these studies.” She is the principal investigator on two federally-funded grants: One is investigating the delivery of intensive case-management services to severely mentally ill adults. The other compares the cost-effectiveness of three treatment models for substance abuse among severely mentally ill clients.

While her work has benefitted from the multidisciplinary collaboration at the academic center, Jeni also pointed to the difficulties: “It’s hard to know where your outlets are, what your primary focus is, where you stay grounded.” But then, she has always had difficulty finding a “home” for her eclectic interests. Division 27 was once the locus for Jeni and like-minded colleagues. The Division used to “go out of its way to talk about how community psychology and community mental health can stay together,” and community psychology journals used to publish research about community mental health services. She estimates that, at about the same time the federal involvement in community mental health services ended (the early 1980s), Division 27 turned its attention away from community mental health services. Jeni joined the Evaluation Network and the Evaluation Research Society, which later merged into the American Evaluation Association. She served as president of the Network and on its board of directors. However, it soon became clear that the field of evaluation was too broad, and services research was overwhelmed by educational and political science interests. The alternative has been APA, especially through Division 18, from which Jeni won the 1987 Distinguished Service Award and was recently awarded APA Fellowship.

Jeni recognizes that her most important work lies ahead. She hopes to participate in developing a knowledge base for mental health services research and would like to develop useful research instruments. Able to operate as a researcher in both academic and practice settings, Jeni wants to be known as “one of the promoters of services research in local settings that can benefit from the research—real world stuff.” She worries that academics may be “missing the boat by only looking at as much as they need for their article or their study” but not looking further, into the complex dynamics of systems. She thinks that the vantage point of a researcher/practitioner is fun—“why would I give this up?”

Although Jeni acknowledges she is highly goal directed and focused in her work ("I’m seen as a steam roller or a crusader rabbit!") she claims this goes in cycles. After an intense period working on an article or on a grant application, “I feel I need some time to be a mother and get reinvolved in my kids’ lives.” Her secret avocation to be an artist gets realized as she helps out on school art projects. “You know how some parents coach team sports? Well, I coach ART!”

Jeanette Jerrell, Ph.D. can be contacted at the Mental Health Services Research Center, 1150 South Bascom Avenue, Suite 22, San Jose, CA 95128-3509.
An Illustration of Social Oppression: "Boyz N The Hood"

Jaleel K. Abdul-Adil
DePaul University

John Singleton’s recent film, "Boyz N The Hood," is a saga of African-American males growing up amid the turbulence of America’s oppressed inner-cites. The film is a gut-wrenching drama which depicts the triumph and tragedy of urban African-Americans struggling against oppression. "Boyz N The Hood" offers an excellent opportunity for community psychologists to broaden their views of the social forces that are subjugating African-American males to "permanent underclass status."

Struggle of Male African-American Youth

Although some critics have emphasized claims of "misogyny" or reported incidents of violence in theaters, Singleton’s message-laden movie actually enlightens viewers to the hazards of being an urban African-American youth. The plot tracks a trio of African-American males named Tre, Rickey, and Doughboy in their odysseys towards manhood in south central Los Angeles. Rickey, a pampered football star, and Doughboy, street-wise tough, are siblings in a fatherless and dysfunctional single-parent household. Tre, however, flourishes in his single-parent residence due to the forceful guidance of his father, Furious Styles. Rickey and Doughboy are solemn symbols of many African-American male adolescents who lack parental (especially paternal) tutelage and seek self-affirmation through gang membership, drug commerce, and teenage fatherhood. Although there are healthy single-parent matricians, Singleton juxtaposes the various backgrounds and behaviors of the trio with the intent of impelling African-American men to serve as parents and mentors in reversing the wayward trends of many young African-American males.

Critique of Social Issues

"Boyz N The Hood" transcends African-American male issues by arrayal confronting other acute social problems in the African-American community. While mainstream media and theorists often fixate on "immoral" or "pathological" explanations for delinquent behavior, Singleton offers broader and refreshing viewpoints. For example, Furious Styles condemns the insidious aspects of the drug industry by proclaiming "Blacks aren’t controlling it. We don’t have the planes and boats to bring it into our community or the banks to launder the profits." Furthermore, Singleton exposes the subtle mechanisms of institutional genocide as Furious warns that the abundance of alcohol and firearms stores in "our community" rather than "Beverly Hills" is because "they want us to kill ourselves."

Singleton also attacks the rampant police brutality in African-American communities. Singleton’s artistic images of police terrorism accurately reflect the chronic patterns of racism, and persecution directed toward young African-American males. Moreover, his characterization of Black-on-Black police brutality suggests that re-vamping values of the system, rather than merely diversifying characteristics of the perpetrator, is necessary to curb police misconduct toward African-Americans.

"Boyz N The Hood" also identifies several elements of urban public education that oppress young African-Americans. In one scene, Tre is ridiculed by his European-American teacher and African-American classmates for articulating African history, epitomizing the "miseducation" of Eurocentric curricula whose distortions sever African-American youth from positive role models within their rich cultural heritage (Hilliard, 1990). Later, Rickey encounters a more subtle manifestation of academic insensitivity in the form of culturally-biased college entrance exams.

Singleton exhorts African-Americans to take an active role in rectifying their social predicaments. Singleton urges African-American entrepreneurship as one means of countering economic exploitation (i.e., African-Americans should control all businesses and properties in their communities). Moreover, Rickey’s struggles with teenage fatherhood, Tre’s debates with his girlfriend, and a backyard conversation between four male adolescents illustrate the crucial need for accurate information, ma-

ture decisions and responsible actions regarding premarital sex among African-American youth. Furious advises African-American youth to persevere through the urban entrapments of drugs, crime, and violence by "using your mind...you can do anything you want to do."

Conclusion

During the movie’s grim climax, a sullen Doughboy infers that America’s apathy toward its urban crises suggests most people either "don’t know, don’t show, or don’t care about what’s going on in the ‘Hood.’ Community psychology’s stated objectives of promoting empowerment and eradicating oppression (Albee, 1986) are particularly germane to addressing the institutional as well as social oppression of African-Americans (Kunjufu, 1990; Perkins, 1975).

By authentically dramatizing the day-to-day strains on inner-city African-American youths Singleton’s work has multiple implications for community psychology, such as: (1) broadening conceptual frameworks on urban issues, (2) guiding social policy development in urban settings, and (3) identifying alternative strategies for social interventions. In addition, the movie’s social relevance supports the notion of commercial media serving as valid "edutainment" forums to disseminate positive messages among impressionable youth. Thus, Singleton’s "Boyz N The Hood" provides an effective instrument for aiding community psychology to address many problems facing African-American youth.

References


For a while now we have been talking between ourselves about women's roles in the health care system, the services they receive and do not receive, and the influence of gender on national research agendas. As many of you know, these concerns are widely shared at this time.

The Women's Health Caucus in Washington has been active in this area for a number of years. Members of this group were instrumental in passing the legislation that created the Office of Research on Women's Health within the National Institutes of Health (NIH). According to a September 9, 1991 New York Times editorial, the Office of Research on Women's Health is "very new," but "the problems it addresses are very old."

One important area of activity involves redefining and reprioritizing institutional agendas. As Ruth Kirschstein notes in the March, 1991 American Journal of Public Health, the NIH will sponsor a series of conferences on research on women's health, but the concerns in this community of interest are with a much broader set of issues. Specifically, "women and their husbands, friends, children, and other close associates want to know whether they have appropriate care regarding the diagnosis, treatment, and recommended preventive strategies related to their conditions." Accordingly, the conferences will consider the changes in structures and processes that will be required to affect health outcomes for women over the next 10 to 15 years, as well as the development of an articulated research agenda.

In an editorial titled "The Yentl Syndrome," in The New England Journal of Medicine, Bernadine Healy, the current Director of the NIH, writes that women have had to demonstrate that they were "just like men" to be taken seriously and treated as men would be in their encounters with physicians. She refers to two studies which describe sex bias in the management of coronary heart disease, and highlights the fact that in the past many major clinical studies on the treatment of cardiovascular disease have excluded women from the study population. She notes, by way of explanation, that certain of the studies were "conceived approximately two decades ago, during an epidemic of coronary disease among middle-aged men."

Findings from a more recent 10-year study by Meir Stampfer and colleagues at Brigham and Women's Hospital in Boston indicate that taking estrogen after menopause reduces a woman's risk of heart disease. (There is no corresponding increase in the risk of stroke, but there may be a tradeoff in terms of increased risk for breast or uterine cancer, and appropriate monitoring for these conditions is recommended.) Bernadine Healy comments that "with an 'androgenic' research focus, estrogen would be unlikely to be tested as a treatment for coronary disease," and goes on to say that "we must address the diseases of women as different from the diseases of men, but of equal importance, even when they also affect men."

In the NEJM editorial, Healy also describes a recently mounted multi-disciplinary, multi-institute intervention study, the Women's Health Initiative. The initiative will involve collaboration between 10 NIH institutes and centers over a 5 to 10 year time interval. It will address "the major causes of death, disability, and frailty among middle-aged and older women, including cardiovascular disease, cancer, and osteoporosis," as well as "a host of conditions that affect women exclusively or uniquely." The endeavor is concerned with effective approaches to primary and secondary prevention in these areas, and will involve the participation of some 60,000 women. The planning and conduct of the research are being coordinated by the Office of Disease Prevention and Health Promotion.

The principal concern of most recent NIH activities has been with physical health problems, and NIMH is not a direct participant in the Women's Health Initiative. The mental health establishment(s) have not yet mounted an initiative of similar scope. This may be a consequence of long-standing ambiguities about what constitutes positive mental health, about the causes and consequences of "symptomatology" among women, and about appropriate preventive and remedial treatments. The NIH strategy of providing a specific office as a focal point for policy and research issues and sponsoring a series of conferences on these topics would also appear to be worth emulating.

On a related front, as Cheryl Rampage discussed in a recent workshop on gender issues in family therapy, there is a remarkable absence of positive models for male-female relationships in movies and the media at this time. She believes that we are all pioneers right now. This could certainly be an area for some work within an "Imagined Community" context, as discussed in our article in the Spring, 1991 issue of The Community Psychologist. We must continue to participate in "shaping the institutions that shape us," to quote the subtitle of a recent Commonweal article by Robert Bellah and colleagues.

In this regard some of you may want to see a 1988 videotape created by Mara Adelman and undergraduate students in the Department of Communications at Northwestern University. The tape presents some fine examples of effective and affectionate "Safe Sex Talk." And on the learning from negative processes side of things, Yonah Alexander and Robert Deutsch provide an excellent discussion of the mechanisms (such as personification and dramatic narrative) which were used to shape public opinion regarding the Persian Gulf War. This was published in the January 19, 1991 Chicago Tribune.

Many health care workers in the United States are women, and traditionally they have been in positions of influence rather than in positions of power. This has been changing and continues to change. As of 1990, 69% of managers and administrators in the medical and health professions, 19% of physicians, 10% of dentists, 58% of psychologists, and 37% of pharmacists in the United States were women. The representation of women in other areas providing direct and indirect aspects of patient care is even higher, ranging from 84% for health technologists to 95% in the nursing professions.

Given the high proportion of women who participate in health care systems as either consumers, providers, or both, it is good to see women's health issues beginning to receive the attention they warrant. As Bernadine Healy's tenure at NIH indicates, women are now coming into posi-
tions within institutional settings where they can determine both what gets done and how things get done. Hopefully, the conflicts that will be part of the re-balancing process within the health care system will be constructive as well as productive. Adversarial approaches to issues management seem to be more common now, but polarization and the setting of groups against each other can often produce distorted, expensive, and unjust solutions to real or perceived problems.

A few announcements....

The RFP's for the Women's Health Initiative will be announced in the NIH Guide to Grants and Contracts during the Winter. Descriptions of a series of randomized clinical trials, and a program of community-based preventive interventions will be included in the call for proposals.

The American Public Health Association meetings will be in Atlanta this year. The Section on Mental Health will hold its Business Meeting on Monday morning, November 11th from 8:30 to 10:00 am. There will be a Happy Hour and social gathering later that day, starting at 6:00 pm. Come on by and meet Bruno Lima and some of our APHA colleagues. We will be there as well.

We have moved the computer conference on Health Policy issues from Bitnet toAmerica On-Line. The user interface is more accessible and easier to use, and the system has other useful and interesting features, including electronic mail. We will also arrange to have a "Private Room" reserved for policy discussions from time to time. Call AOL at 1-800-827-6364 to get a sign-up kit. The kit includes 1 hour of free time on the network; additional usage can be billed to a credit card at $5.00 per hour for non-prime time communication. Send messages to SEM as S Murphey on America On-Line. Note space between the S and the Murphey; it is part of the address. MMcC's screen name is CHSPR; he can receive mail at that address on the network.

References


Martin McCarthy is Assistant Director of the Center for Health Services and Policy Research, at Northwestern University in Evanston, Illinois.

Sara Murphey is a health care consumer and a member of a family which includes many women health care providers.

Notes From All Over

In this column our far-flung correspondents report on three conferences (Tempe, Arizona; New London, Connecticut; San Francisco) with information on teaching and professional development and addresses of contact persons if you desire more information. In addition, an interview with Adrian Fisher yielded a description of the graduate Community Psychology program which he coordinates at the Western Institute of Victoria University of Technology, in Victoria, Australia. Community psychology truly has global reach.

Teaching Items from the Biennial, APA, and Hartman Conferences

Several presentations at the Tempe Biennial Conference concerned innovations in the teaching of community psychology. Graduate students from Michigan State's program in Ecological Psychology described their first-year practicum. This course plays a critical role in the socialization of first-year students into the graduate program and into the community. Within a period of two to three academic quarters, students develop their own practicum placements, establish an organizational role within that placement, and often develop the proposal and arrangements for master's thesis research within the setting. Karen Conroy chaired the presentation; Tom Reischl (Psychology Research Building, East Lansing, MI 48824) is faculty coordinator for the course.

Yolanda Suarez-Balcazar, at Loyola University of Chicago (6525 North Sheridan Road, Chicago IL 60626), has completed and is analyzing a survey of resources, experiences and needs relating to issues of cultural diversity in community psychology graduate programs. Her aim is to develop a data-based set of recommendations for training in this area.

Beth Shinn of New York University (6 Washington Place, 7th Floor, New York, NY 10003) noted, during a discussion of integrating community advocacy and community training, that at NYU part of the process of qualifying exams for doctoral students includes the writing of a "policy influence sample" paper. This involves presenting a social issue or problem, summarizing available research, and advocat-
ing specific recommendations. Community resource persons participate in evaluating the paper. Do any other programs require this or similar projects?

Brad Heil and Richard Zeigler presented materials and description of their undergraduate community psychology course at the University of Illinois, Urbana-Champaign (603 East Daniel St., Champaign IL 61820). They developed a set of core concepts and six exemplars of community psychology, as well as five dimensions of values that distinguish the field. Their course involves an interdisciplinary reading list, interviews with community leaders and field experiences in community settings.

Catherine Stein described her unique undergraduate practicum in social skills at Bowling Green State University (Bowling Green OH 43403), where she brings together traditional college students with chronically mentally handicapped clients from the community. This was not a professional/hierarchical training course, however—everyone in the course, traditional and community students, was enrolled to increase their social skills. The course was conducted on an egalitarian, mutual-help basis. Traditional and community students were paired for many assignments. Outcomes included not only social skills gains, but overcoming of mutual stereotypes, and genuine collaboration and sense of community among all the students.

The "Textbook Project" sponsored by the Council of Community Psychology Program Directors is continuing (we detailed this in a previous CPEC column). This is an effort to raise the visibility of community psychology in undergraduate psychology texts in introductory, developmental, social, and abnormal, by furnishing packets to textbook authors and publishers in these areas. The packets will concern key concepts and exemplary community research in each area. If you would like to help review these packets, or if you teach these classes to undergraduates and can help in the advocacy process with authors and publishers, contact William Davidson at Psychology Research Building, Michigan State University, East Lansing, MI 48824.

At APA in San Francisco, Craig Brooks coordinated a syllabus swap for courses in community and environmental psychology. Most of the course materials garnered were in community, prevention or community-clinical psychology, predominantly at the graduate level but also including undergraduate courses. If you would like to receive these, contact Craig at North Carolina State University, Box 7801, Raleigh, NC 27695, phone: 919-515-2252.

On June 5, 6, & 7, 1991, the first biennial Hartman Conference on Children and their Families was held at Connecticut College. If future conferences live up to this excellent beginning, the Hartman Conferences will be an excellent source of professional development and intervention training workshops for community-oriented students, faculty members, and practitioners.

The Conference is sponsored by the Child and Family Agency of Southeastern Connecticut and the Journal of Primary Prevention, among others, and is structured to provide one-day preconference institutes, with practical 1½ hour workshops throughout the conference. Institutes of particular interest to community and prevention students included Environmental Features of Social Competence (Steve Schinke), Go for the Goal: A School-Based Prevention Program (Steve Danish), and Two Innovative Social Competence Promotion Programs for Elementary-School and Middle-School Students (Roger Weissberg & Maurice Elias). Relevant workshops included TOGETHER! Communities for Drug Free Youth (Traci Harachi-Manger), The Teen Institute—A New, Effective Concept in Prevention (Colin Campbell), Developing Capable Communities: The Rite of Passage Experience (ROPE) (David Blumenkrantz), and Regional Child Care Enhancement Program (Doreen Marvin).

For information about the 1991 conference and the address of Institute and Workshop presenters, contact Tom Gullotta at the Child & Family Agency (255 Hempstead Street, New London, CT 06320; 203-443-2896). It's also not too early to learn about and plan for the 1993 Conference, which will focus on prevention of family violence.

New Community-Oriented Applied Psychology Graduate Program

In June and July 1991, your CPEC coeditors met with Adrian Fisher, Ph.D., Coordinator of Community Psychology at the Western Institute of the Victoria (Australia) University of Technology. He shared some exciting developments regarding a Graduate Diploma of Social Science (Applied Psychology), comprised of Community Psychology and Organizational Psychology streams. The Diploma is awarded following the completion of either stream as a fourth year of graduate study, as required by the Australian Psychological Society. Space allows us to describe only the Community Psychology stream here.

Course sequence. Students take four subjects per semester plus a year-long research project. First semester compulsory courses are Community Psychology 1, Evaluation Research Methods, Psychology of Group Behavior, and Organizational Psychology 1; in second semester, students take C. P. 2, Community Counseling Skills, and two electives.

Course projects. Community Psychology 1 focuses on the history of the field, its relationship with other fields, and the development of theory in clinical community, social/ecological, and organizational approaches. Rappaport's Community Psychology: Values, Research, & Action is the primary text because of its emphasis on theory and its strong articulation of a Community philosophy. Two major projects include describing community psychology for a lay audience and an essay using community psychology and another paradigm to analyze a social issue. Community Psychology 2 focuses on the practice of C. P., with special emphasis on applied problems in Australia and especially those in the western suburban region. There is a major Semester paper which focuses on the design of an intervention project using such strategies as self-help groups, normalization, social support network development, social skill training, empowerment, and public disorder and violence prevention.

Field research course. This year-long supervised research practicum strikes a delicate balance between academic requirements and host setting needs. Students are assigned to a host setting and must negotiate entry, planning, coordination, and implementation of research, as well as the development of feedback "protocols" appropriate to academic and host setting constituencies. Strong emphasis is placed on ethical approaches to field research and data reporting. Adrian Fisher and colleagues have designed a unique contractual system covering aims, access requirements, resource availability, task requirements, and accountability among all parties. Separate forms are completed by the faculty research supervisor, research student, and agency supervisor.

Write for details. For more details, a discussion of the Organizational stream, course syllabi and project and research outlines and forms, write to Adrian Fisher, Ph.D., Western Institute, Victoria University of Technology, St. Albans Campus, McKechnie Street, St. Albans, Victoria, 3021, Australia. (FAX NO. 03-366-4852).
Using Text-Based Data Bases in Community Psychology

The personal computer is ten years old this year. For most of those ten years, psychologists have been finding new and innovative ways to use these remarkable devices. Personal computers have become indispensable for record keeping, preparing budgets, data collection and analysis, writing text and making graphics.

One of the first things PCs were used for (besides word-processing) was to create and manage databases. Software such as Ashton-Tate's Dbase has long been used to keep track of large amounts of data. One drawback to these data base programs, however, is that they were not very flexible. It was usually necessary to specify what each variable looked like before you started to enter any data. As a result, at minimum, you usually needed to know whether each field would contain text or numbers and how many characters could be entered. Type of program is fine for primarily quantitative things like billing clients, keeping track of mailing lists and other tasks where you know what to expect.

These programs were not so good at keeping track of qualitative data. As a result, they really weren't very useful for many of the tasks that community psychologists engage in. Generally, community psychologists deal with large amounts of text. Materials such as grant applications, academic articles, client notes, field notes, observational data and much else that we do really don't lend themselves to more traditional database applications. Despite the fact that you could set up pretty large text or "memo" fields in these programs, it really wasn't very easy to access data in those fields.

In the past several years however, there have been advances in software for personal computers which are useful for keeping a record of much of the quantitative data that community psychologists collect. Usually referred to as "text-based databases", these programs are specifically designed to be extremely flexible. Most of these programs do not require that you identify what variables you are using to describe or what they look like. Most also have no limit on the amount of information that can be contained within a record. Data can be both structured and unstructured within the same records and the fields don't necessarily have to be in the same order in each record. Does such sound like the way you keep your notes?

The real advantage of these programs is that it is possible to combine documents of different types, lengths and styles into one database and retrieve them, or reformat them in a variety of ways. Instead of having to rely on some fixed format or a set of indexed key-words, you can search for any specific word or combination of words in any document. To some extent, regular word-processing programs have this capability, but they are usually very slow, particularly for very long documents, and you are limited to either one word or phrase. Using a text-based data base searches are much faster (since they use specially designed algorithms for their searches), and they are much more flexible. Many of these programs allow you to create complex search criteria using terms such as: and, if, or, and not.

For example, you could create a database composed of all of the psychological evaluation reports that you had written. Suppose you were interested in knowing how many clients you had seen that were experiencing symptoms of depression. Using your word-processing program you could search each of your records for the term depression. Of course, in your notes you may have said depressed, so your word-processing program would not pick this up. Using a text-based database program you can specify the roots of words and can find and print out all of the records that contain the words: depressed, depressed, depression, depressions, etc. You can also make the search more specific. Suppose that you were particularly interested in identifying clients who experienced symptoms of depression because of the death of a family member. You could then specify a search which would find records that contain the words: depression and death. You could even become more specific and search for record that contained the words: depression, death, and mother or father. Get the idea?

Because these programs are so flexible, it is possible to create a database of all of the articles you have ever written and search them for a particular reference or a particular topic. You could also create a database of all of the minutes of your meetings, or of all the memos you circulated or all of your session notes. You can even use your own wordprocessing program to create the text and import it into the text-based database.

There are several text-based database programs on the market. I have personally worked with two of these programs. I can recommend my favorite: AskSam available from Seaside Software, P.O. Box 1428, Perry, FL 32347, (1-800-800-1997). Another which I can recommend is Notebook available from Oberon Resources, Inc. 147 E. Oakland Ave., Columbus, OH 43201, (614-294-7762). Both of these companies offer educational discounts. Under its educational program, AskSam is $99.95 for version 5 and $29.95 for version 4.2. Notebook's educational price is $295.

Each of these programs has its strong points. Notebook has a much better manual, is easier to learn, and has an associated bibliographic program. AskSam is more powerful, offers multiple file access, links to graphics and what is called hypertext. I have used AskSam to store and search through literally thousands of pages of text and it was supposedly used during the Oliver North trial to keep track of the hundreds of documents which were produced.

I hope this gives you a sense of my enthusiasm for these kinds of programs. If you have something you would like to share with your colleagues, please send to:

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Prevention in the States: The Lessons of Grass Roots Advocacy

Very few state governments in this country have an identifiable locus of leadership with specific responsibility for the primary prevention of mental and emotional disabilities. In fact, a recent survey by Goldston (1991) reveals a mere seven states (Alaska, California, Georgia, Michigan, Ohio, Oklahoma, and Virginia) with administrative units for prevention within their state departments of mental health. A second group of states (Arizona, Maryland, Minnesota, Mississippi, New Jersey, South Carolina, and Vermont) have no administrative unit for prevention, but do have identifiable projects specific to primary prevention in mental health.

Each of the seven states with a prevention unit has an annual budget which, in every case, amounts to less than 1% of the state’s total mental health budget. Despite this disproportionately small financial allocation, these units provide comprehensive programs which serve as models for the remaining 43 states. In Michigan, for example, $2,900,000 supports a program that funds matching grants to county mental health boards, develops model program replication manuals, provides training, and conducts research. Specific components of the Michigan program include: a comprehensive school health education model which is in 90% of state public school classrooms; ongoing infant mental health programs in 17 counties; and Stress Management Training for Low Income Women, a psychoeducational curriculum that was the recipient of the 1985 National Mental Health Association (NMHA) Lela Rowland Award for excellence in prevention programming.

According to Goldston, states with administrative units for prevention share another common factor: the support of grass roots prevention advocates working together in coalition. In almost every case, it was the work of these advocates that resulted in the development of prevention units. Such advocacy involved key agency staff working in coalition with mental health professionals and other community leaders. The coalitions worked to attain appropriate political endorsement for prevention activities by conducting statewide prevention conferences that, in the short-term, educated those responsible for budgeting state mental health funds, and in the long-term, paved the way for the establishment of statewide prevention programs.

The lesson from the experience of these seven states is an important one for community psychologists: advocacy and coalition building on behalf of prevention works. Thus, it makes sense for community psychologists who are interested in prevention to join with colleagues to urge the establishment of state prevention programs. In each of the 50 states there are prevention advocates. There are Mental Health Associations, which work as a force of citizen advocates to address all aspects of mental health and mental illness. There are also National Prevention Coalition (NPC) members; individuals from a broad range of backgrounds including research, education, health, and policy. These NPC members share a common purpose of gaining acceptance and use of prevention services as a part of the mental health service continuum. Many community psychologists identify themselves as prevention advocates. If each reader was to join forces with other prevention advocates in his or her respective state and work to educate those in a position to make policy changes, perhaps there would be 50, rather than 7, states with administrative units for prevention within their departments of mental health.

Reference

NMHA Prevention Clearinghouse

In order to facilitate the development of state prevention programs, the NMHA Prevention Clearinghouse provides prevention advocates with the names and addresses of individuals in their state who are involved in prevention activities. Prevention advocates in various states including New Jersey, Alabama, Tennessee and North Carolina have utilized this free service. To join this growing list of advocates who are making prevention of mental and emotional disabilities a reality in their states, contact the NMHA Prevention Clearinghouse for a list of state prevention contacts. Call or write: Anne Salassi, NMHA Prevention Clearinghouse, 1021 Prince Street, Alexandria, VA 22314-2971 - telephone: (703) 684-7722.
"Children in the Storm": Communities Respond Through Action-Research

M. Brinton Lykes,
School of Education, Boston College

A boy of 12 presented his collage to the group of children gathered. Amidst the twigs and flowers he had glued to his paper to represent the Guatemalan countryside, he had pasted a newspaper clipping of a plane, and another of a soldier. His caretaker an Indian woman who serves as "mother" to a house of 15 Guatemalan children who lost one or more of their parents in the violence of the early 1980s, indicated in discussion after the Creative Workshop for Children that although this young boy had not discussed the incident that led to his coming to the orphanage three years earlier, that is, the murder of his parents and the racing to the ground of his home, she imagined that it was still very present to him. "When I ask him why he draws helicopters or soldiers he tells me that it is because he likes them. When I see the soldiers and the guns in the collage that he has done, I think that it is probably because he remembers what happened to his parents, that he is still thinking about it" (Guatemala, 1990).

In recent years psychologists and other mental health workers have begun to document the effects of state-sponsored violence and civil war on civilians and to develop specific clinical and community interventions to address these issues. Such work represents a response to the demands by community members and leaders who document symptoms and behaviors which do not respond to medical intervention and/or persist over time. Parents and caretakers increasingly report that children do not seem able to "bounce back" from a parent's death or from displacement. This article describes some of the problems encountered by children in a situation of civil war in Central America and the development of one response, Creative Workshops for Children, an international, interdisciplinary program organized by mental health workers from Argentina, Guatemala and the United States.

Brief background in Guatemala. During the past decade between 50,000 to 100,000 Guatemalans have been murdered and at least 40,000 people have disappeared. Over 400 rural villages were destroyed, and the Guatemalan army's scorched earth policy forced hundreds of thousands who survived to flee, either to another part of the country or from Guatemala altogether. The primary victims of this "partial genocide" were Indians living in rural communities.

The Doctrine of National Security and/or "low-intensity warfare" (sic) were the ideological underpinnings for this extreme violence. Torture and disappearance were used extensively in hopes of reducing popular resistance not only through killing leaders and community organizers but through controlling the entire population by creating situations of generalized insecurity and fear.

These objectives are furthered through psychological tactics and have direct psychological consequences. For example, in Guatemala, torture, disappearance, and murder are denied and/or redefined by the government and the press as deaths from "common crime," or treated as if they did not occur. Victims are urged to "forget the past" so that the future may be more rapidly constructed. Traumatic events that have undermined the very existence of thousands of human beings thereby receive no social validation, thus restricting the social reality in which these events occur to private memories.

Fact is internalized and supposed reality is a fiction.2 Attacking people's ability to distinguish what is true from what is not true or what they know based on personal experience as opposed to the "official story," attacks their sense of self and their knowledge of who they are.

Community Action

Bill Berkowitz

While most of these columns have dealt with the issues at home, community action and community psychology pass beyond national borders. We already have an International Interest Group, with international members. And with sensitivity and skill, North American community psychologists can make lasting contributions over continental lines.

Brinton Lykes' work is a major case in point. For five years, she has worked with Guatemalan rural promoters on the development of resources for community-based mental health work. She spent last year working with colleagues in Argentina, Chile, El Salvador, and Guatemala to implement ways of supporting child survivors of state-sponsored violence. She is a founding member of both the Mental Health Committee of the Boston Committee for Health Rights in Central America, and the Network in Mental Health and Human Rights. At the Temple Biennial last June, Brinton gave the opening address; this article builds upon some key points made then. The focus here is on Latin America—but the application, and the importance, are worldwide.

As John Morgan and Joe Galano conclude their editorship, I will be concluding mine with the next issue. It's time for a new Community Action Column Editor to come forward, and perhaps that person is you. The benefits: meet interesting people, develop your own forum, advance the cause. If you might be interested in this challenging and enjoyable small task, I hope you will contact me directly at 12 Pelham Terrace, Arlington, MA 02174.

Since the mid-1970's mental health professionals in Chile, Argentina, and Uruguay have collaborated with human rights groups organized by family members of political prisoners. Organized as voluntary psychosocial assistance teams or in nongovernmental, often church-affiliated social service organizations, these psychologists, psychiatrists, and social workers have provided critical services, including indi-
individual and group psychotherapy and community education and/or resource development. They have also rethought the very nature of the trauma experienced and the necessary forms of treatment and prevention needed for work in contexts of state-sponsored repression.

Systematic psychological assistance work in Central America began more recently and is being developed by health promoters, leaders of communities, and/or grass roots organizations who are extending primary health care education and prevention strategies to promote mental health among affected populations. They have benefited particularly from the recontextualization of trauma as a psychosocial rather than an intrapsychic phenomenon. Adding their own experiences of continuing or ongoing trauma, they are correcting misconceptions which describe selected symptoms and behavioral indices as evidence of "post-traumatic stress disorder." This recontextualization thus describes a psychosocial phenomenon that constitutes, in the words of Salvadoran psychologist Ignacio Martin-Baro, the "concrete crystallization of dehumanizing social relations of exploitation and structural oppression." Psychosocial trauma is not an unusual event in contexts of war; rather it is an everyday part of life in situations where the slaughter of individuals, the disappearance of loved ones, the fear to speak one's point of view, the militarization of institutions, and the extreme polarization of social life have, despite their clear abnormality, come to be accepted as normal.

A broad-based solidarity network emerged in 1987 to support those working to understand and confront the psychosocial consequences of state-sponsored terrorism. The Network was organized to support communication and the exchange of information concerning (1) the effects of repression, (2) clinical and community activities in research and in prevention, focused on the recovery of those individuals, communities, and social structures that have been damaged by state sponsored terrorism and other forms of "organized violence," and (3) local and global issues relevant to action among groups working in the area of mental health and human rights. One outgrowth of this communication has been collaborative work with child survivors. Child survivors of state-sponsored terror. Children are among the most vulnerable victims of war and repression. In Guatemala, more than 50% of the internal refugees and more than 60% of those in Mexico are children and adolescents. In addition, between 100,000 and 250,000 Guatemalan children lost one or both parents. Child soldiers have been identified in the ranks of both the URNG and the Guatemalan military. The army has been repeatedly accused of forcibly "recruiting" poor children from rural areas long before they reach 18, the age of obligatory military service.

Many of the children remaining in or returning to Guatemala are forced to live in militarized zones, in communities where most aspects of life are under direct or indirect army surveillance, where most males will participate in "civilian patrols" and where reeducation programs are typically required. Hundreds of other children barely survive on the streets of Guatemalan City, robbing to support their meager existence, sniffing glue to dull their hunger pains, and struggling to avoid becoming victims of the ever-increasing violence in this Central American capital.

War has a particularly brutal effect on the development of children who are forced to construct a sense of self within contexts of seemingly permanent psychosocial trauma, of "normal abnormality." Although individual children respond in quite distinct ways, a small number of relevant studies suggest that children in situations of institutionally-structured violence generally experience higher than usual levels of fear, anxiety, insecurity, and aggressiveness, frequently have difficulties in expressing themselves corporally and/or emotionally, often experience nightmares and exhibit both psychosomatic symptoms (for example, chronic head- and stomach-aches, allergies, tics) and regressive behaviors such as bedwetting. These symptoms and behaviors have been identified repeatedly by caretakers of Guatemalan Indian children in both orphanages and in rural villages.

Alternative strategies for the promotion of mental health. Mental health workers seeking to intervene in such situations are not satisfied to treat individual level trauma. Their personal experiences and political commitment to accompany other survivors have led them to develop ways of addressing both the distorted relationships among social groups that construct and sustain the "normal abnormality" of state-sponsored terror and the effects of these relationships.

Drawing and play, which have similar functions in the life of the child as do words in the life of an adult—ways to create, to imagine, to represent, and to express oneself—are used extensively in this work. Through play and imagination in exercises within an organized group context, the child-survivor develops a sense of him/herself and the capacity to communicate with others, contributing to her/his process of recovery and reintegration into the social order. The techniques used in these Creative Workshops draw on the cultural traditions (e.g., oral storytelling and dramatization) and resources (e.g., nature, plants) of the indigenous communities within which they are being developed, offering additional resources to those seeking to collaborate in the development of mental health in their communities. They do not have as an objective that the child accumulate information or develop artistic skills, but rather that he/she enhance natural means for communication that will facilitate the expression of physical and mental tensions and the development of her/his capacity to construct an identity that is not exclusively subject to the dehumanizing and traumatizing reality of war.

Training programs for Guatemalan health promoters who seek to lead creative, integrated workshops with children have been developed by an interdisciplinary team from Argentina, Guatemala and the United States. Significant cultural and historical differences led to the construction of a participatory methodology which draws heavily on the strengths and traditions of each participating team member. For example, Argentine and North American collaborators are learning how the rich Indian community structures of organization and religious practices that include dramatization, storytelling, and the use of masks facilitate health promoters' understanding of, adaptation of, and subsequent implementation of some of the techniques described above. Guatemalans are discussing Western psychological models of child development and ways of "hearing" children's deepest feelings which are not easily accessed through words. Through intense dialogue and shared practice the team is developing more adequate theory and practice for work with rural children with strong indigenous roots and relatively little exposure to Western educational experiences. These workshops are organized as supplements to ongoing development and health projects and are designed to create a community-based context of care for Guatemalan children.

The training workshops are participative in many ways. We have used drawing, storytelling, collage, and dramatization to identify some of the effects of the violence in our own lives, to share experiences, and to develop concrete strategies for working
with children experiencing the effects of living in situations of ongoing economic and political repression. Participants thus connect with their own experiences as survivors and their own capacity to play; then they return to their communities where they are currently working with children.

One health promoter indicated that with these techniques she can now better understand what children in her community think and feel. Another promoter said that the workshops provide a set of tools and a context wherein he can more fully respond to the questions of children with whom he works who continue to ask "why" their parents were killed, their crops and homes destroyed. "Children do not forget," he added.

Through their own self-expression, these children can encounter at least partially the truth of their own stories, of the violence which so deeply impacts them on a daily basis. Those who work with children in these contexts continue to find that the denial of a reality which children cannot forget only leads to a further deterioration of their capacity to confront the present. Their work is designed to accompany a process of child development that enables these children to actively participate as subjects in the construction of their future, in hopes that they will later be able to contribute actively to the future of their country.

Psychosocial assistance: Necessary but not sufficient. Despite their perceived value, those of us working in these workshops and with other forms of psychosocial assistance recognize their clear limits. The effects of state-sponsored violence, war, economic inequality and institutional racism which these children are experiencing are rooted in political and economic relations and can only be definitively resolved in that arena. This is not a facile observation, but one that grows out of our intimate awareness of how the restoration of psychological health is constantly undermined by the violence which Guatemalan Indian children are still exposed. The failure of the Guatemalan government to curb these blatant violations of human rights and to bring to justice those guilty of the heinous crimes against their people described here is one more example of the impunity with which governments in Latin America operate today.

Ignacio Martin-Baro spoke of countries, such as Uruguay and Argentina, that have in one form or another replaced military by civilian rule. One of the most difficult problems facing developing "democracies" in Latin America today is, he argued, "the necessity of dealing with the sequelae of the political repression carried out earlier by governments of 'national security.' He suggested that "Just as personal traumas require therapy so that they can be worked through and overcome, our Latin American societies require the sociopolitical therapy of a just reparation for the genocide committed in the name of national security, and indeed, of Western civilisation."

Despite these very real limits, international collaboration among mental health workers is both a source of new psychological theory and practice and an impetus to reexamine our social responsibilities as psychologists and as citizens. As one Guatemalan workshop participant observed: "These techniques that we have learned will help us to help children, to work directly with them. Sometimes with adults we can't change them... but children represent the future of Guatemala and a mentally healthy childhood is going to lead to a Guatemala with emotionally healthy adults who will be able also to construct a better, more stable, more balanced society."

1 The work described here has been developed with ASECSA (Asociacion de Servicios Comunitarios de Salud) in Chimaltenango, Guatemala and the MSAM (see below) in Buenos Aires, Argentina.


5 Descriptions of these workshops as well as a training video describing this work are available from the author.

6 Derechos humanos: Todo es segun el dolor con que se mira, ILAS, Santiago, Chile, 1989 and Commonweal, 117(6), 1990, February 23.

We invite interested readers to help develop similar work by contacting our international Network in Mental Health and Human Rights. Our address is: Mental Health Committee/BCHRCA, c/o McGuinn Hall 413, Boston College, Chestnut Hill, MA 02167.

Fellowship and Grant Program

The Social Science Research Council administers a fellowship and grant program for research on the urban underclass. The program is designed to encourage research on the structures and processes that generate, maintain, and overcome the conditions and consequences of persistent and concentrated urban poverty in the United States. Topics which explore the relationship between the degree of concentration of poverty and developmental trajectories, as mediated through social networks, and formal and informal resources, and child management practices are especially encouraged. Undergraduate Research Assistantships offer $5,000 (per student) of financial support for up to five students for research conducted by undergraduate students in collaboration with faculty and/or advanced graduate students. Dissertation Fellowships provide financial support of up to $22,000 for full-time research directed toward the completion of the doctoral dissertation. The Summer Dissertation Workshop for Minority Students provides training in research design and analysis to assist students in developing a dissertation proposal. Application deadline: December 10, 1991. For further information, please contact:

Social Science Research Council
Research on the Urban Underclass
605 Third Avenue
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212-661-0280
A Coping Skills Intervention: Effects on Women's Psychological Symptomatology & Substance Use

David L. Snow and Marsha L. Kline
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Despite the fact that women currently comprise more than 40% of the labor force, female workers continue to be seriously underrepresented in employment-related stress research (Baruch, Biener & Barnett, 1987). Initial evidence, however, suggests that both work and family stressors are associated with negative health and mental health outcomes (Bromet, Dew, & Parkin- son, 1990; Haynes, Feinleib & Kannel, 1980; Kandel, Davies & Raveis, 1985). It is also clear that the relationship between stress and adjustment for women is related to a complex interplay of workplace and family roles (Baruch, Biener & Barnett, 1987; Kandel et al., 1985).

Eckenrode and Gore (1990) recently concluded that more studies are needed that examine both stressors as risk factors and the protective, or moderating, functions of individual or social resources. Social support appears to have both direct and indirect effects for individuals facing potentially stressful conditions. With particular relevance to the present study, support from home (Pearlin & McCall, 1990) and from peers and supervisors at work (Burke & Weir, 1978; Kandel et al., 1985) have been linked to the positive adjustment of men and women.

The underlying conceptual framework for the present study is a stress, social support, and coping paradigm (e.g., Lazarus & Folkman, 1984) in which we assume there is a directional relationship between critical risk and protective factors and multiple outcome variables (Dohrenwend, 1979). We further assume that individuals with a broader range and higher quality of coping strategies will demonstrate more adaptive behavior in response to stressful conditions. Within this framework, it is expected that a coping skills intervention designed to assist participants in learning strategies to reduce the negative influence of identified risk factors (e.g., work and family stressors) and to enhance the beneficial effects of protective factors (e.g., social support from work or nonwork sources) will lead to reductions in negative psychological and behavioral outcomes.

Results from studies examining the effectiveness of coping skills and stress management programs provide some evidence in support of this change process. Brief interventions based on social learning theory and conducted in nontraditional settings have been shown to reduce alcohol use and alcohol-related problems (Babor, Rito&n & Hodgson, 1986). Stress management programs, which have proliferated since the 1970s and often have a primary prevention orientation (Nicholson, Duncan, Hawkins, Belcastro, & Gold, 1988), also have tended to report certain positive results. One program designed specifically for women showed that two weeks of life-coping skills and stress management training resulted in significant decreases in participants' depression, anxiety, and inadequacy, and increases in ego strength and self-confidence (Tableman, Marcinik, Johnson, & Rodgers, 1982). However, methodological problems evident in many of the stress management programs have led to concerns about the validity of reported findings (McLeroy, Green, Mullen, & Foshee, 1984; Murphy, 1984). A meta-analysis conducted by Nicholson et al. (1988) showed "mildly encouraging results," but many programs were eliminated from the analysis due to design limitations. The need for rigorous studies of intervention effectiveness employing more adequate experimental controls is clearly indicated.

The purpose of the present study was to examine the effectiveness of a 15-session, worksite coping skills intervention aimed at teaching participants adaptive coping strategies for managing work and family stress. The study sample, women employed in clerical ("pink collar") jobs, is representative of a predominantly female occupational group shown to be at high risk for negative health outcomes (Haynes et al., 1980). These women face the challenges of work and family roles in employment situations that place high demands, offer limited autonomy, and provide few compensatory rewards. It was hypothesized that women who received the intervention, as compared to no-treatment controls, would report lower perceived stress, higher perceived social support from work and nonwork sources, fewer psychological symptoms, and lower alcohol, illicit drug, and tobacco use.

Method
Sample. Participants were 239 female, clerical workers employed at 1 of 4 job sites in Connecticut-based corporations. Site 1 was a large manufacturing company, while Sites 2, 3, and 4 were components of utility and telecommunications companies. The overall sample was predominantly white (83%), had completed high school or vocational training (43%) or some college (46%), had worked in the company for many years (x = 9.4), and had an annual family income ranging from below $30,000 (37%) to over $50,000 (36%). Participants' mean age was 40.2 years with about half (53%) of the women having children living at home.

The posttest sample consisted of 204 employees, representing 85.4 percent of the original sample. Of this number, 136 employees had participated in the intervention and 103 were controls. The proportions of intervention and control participants across each of the demographic categories remained relatively constant between pretest and posttest.

Procedures. Participants were recruited first by circulating a program description to all eligible employees inviting their participation. It was explained that half of those who volunteered would be randomly selected to receive the intervention and half would serve as controls. It was also explained that all participants would complete a set of research measures prior to and at the completion of the intervention (4 months later), and at 6- and 20-month follow-up.
periods. Next, employees were randomly assigned within each site to the program or control conditions. Those selected for the intervention met in small groups led by a facilitator for one and one-half hours each week for a 15-week period. Sessions were held at the company site and occurred during work hours with each company providing release time to support employee participation.

**Intervention.** The intervention was based on a tripartite conceptual model of coping and adaptive behavior: attacking the problem, rethinking the problem, and managing the stress. The model is derived from Pearlin and Schooler's (1978) hierarchy of coping mechanisms: 1) responses that change the situation; 2) responses that control the meaning of the stressful experience; and 3) responses that function to control the stress after it has emerged, and when it cannot be removed at the source. Throughout the training, participants were encouraged to develop a range of adaptive behaviors and to substitute them for maladaptive tension-reduction strategies such as substance use. For a more detailed description of the intervention, see Snow and Kline (1991).

**Measures.** Participants completed the Work and Family Stress Questionnaire, a self-report instrument that included sections on demographic information, family history of health problems, and assessments of risk and protective factors, psychological adjustment, and substance use.

The three risk factors assessed were Employee Role Stress, obtained using the Role Quality Scale (Baruch & Barnett, 1986); Work-Family Stress, derived from items concerning the extent to which demands from employment and family are perceived as too extensive, conflictual, or overlapping; and Work Environment Stress, determined by asking participants whether selected environmental conditions in their immediate work location were perceived as stressors.

Protective factors consisted of work and nonwork sources of social support regarding difficulties both at home and at work. These two factors were assessed using an adaptation of House's (1980) measure of perceived social support in order to distinguish support derived from work (supervisor and coworkers) and nonwork (spouse/partner, family, and friends) sources.

Three measures of psychological adjustment were employed — the state-anxiety subscale of the Spielberger State-Trait Anxiety Inventory (Spielberger, Gorsuch, & Lushene, 1970), the Center for Epidemiologic Studies Depression (CES-D) Scale (Radloff, 1977), and the Cohen-Hoberman Inventory of Physical Symptoms (Cohen & Hoberman, 1983). Current substance use was assessed using a self-report format adapted from the National Survey on Drug Abuse (Miller, Cisin, Bardner-Keaton, Harrell, Wirtz, Abelson, & Fishburne, 1982), and through responses to questions about the use of substances for tension-reducing purposes. A principal-component factor analysis yielded four factors: Psychological Symptomatology (depression, anxiety, and somatic complaints), and Alcohol, Illicit Drug (marijuana, cocaine, and crack), and Tobacco Use.

**Results**

**Intervention Effectiveness.** A high level of participation in the intervention was attained. The average number of sessions completed by participants was 11.9 (SD = 3.4), with 85.2% of the intervention group completing 10 or more sessions. Analyses of covariance (ANCOVAs) were conducted to compare intervention and control groups at posttest on each of the risk and protective factors and dependent variables adjusted for pretest scores. Worksite also was included as an independent variable to test for worksite main effects and for condition x worksite interactions.

**Intervention participants reported significantly lower employee role stress (F = 3.77, p < .01), higher social support from works sources (F = 7.10, p < .01), lower psychological symptomatology (F = 10.86, p < .001), and less illicit drug use (F = 7.04, p < .01). They also tended to report lower work-family stress (F = 3.56, p < .10) and less alcohol use (F = 3.38, p < .10).**

**Worksite main effects emerged for 3 of the 4 outcome variables. Employees in Site 1 reported significantly greater psychological symptomatology than those in Sites 3 and 4 (F = 2.96, p < .05), while employees in Site 3 reported significantly greater illicit drug use than those in the three other sites (F = 8.57, p < .001). Employees in Site 2 indicated somewhat higher alcohol use than those in Sites 3 and 4 (F = 2.10, p < .10).**

Three significant intervention x worksite interactions indicated differential impact of the intervention across the four settings. Program participants in Sites 3 and 4 reported lower employee role stress than controls, while no differences between the two groups emerged in Sites 1 and 2 (F = 3.77, p < .05). Reported psychological symptomatology was lower for program participants than controls in Sites 1, 2, and 3, but not in Site 4, with the largest program effect occurring in Site 3 (F = 3.77, p < .05). For illicit drug use, program participants reported lower use than controls in all 4 sites but again the strongest effect emerged in Site 3 (F = 9.15, p < .001).

**Attrition Analyses.** The overall attrition rate at posttest was 14.6 percent. A significantly higher rate of attrition occurred in the control group (22.3%) than in the intervention (8.8%) condition (X = 8.55, df = 1, p < .003), and a differential rate of attrition was observed by worksite (X = 10.33, df = 3, p < .02). To assess potential threats to external validity, Chi-square analyses were conducted comparing stayers and dropouts on the demographic variables, and MANOVAs were completed comparing the two groups on mean pretest levels for the stressor, social support, and dependent variables. To test for potential threats to internal validity, MANOVAs were conducted to assess condition by attrition status interactions utilizing pretest scores on the study variables. None of these analyses was significant, thus lending support to the external and internal validity of the observed results.

**Discussion**

The worksite intervention assessed in this study proved to be effective in modifying perceived levels of stress and social support and in reducing reported levels of symptomatology and substance use. These results indicate that interventions focusing on coping skills enhancement offered within the workplace can be of substantial benefit to working women. Moreover, the findings complement those reported by Tableman et al. (1982) in a study assessing a similar intervention with women on public assistance. Together, these studies provide empirical evidence regarding the positive impact of this type of intervention for women in general. As a more rigorous test of a coping skills and stress management program than typically found in the literature, the present study also supports the conclusion reached by Nicholson et al. (1988) that these programs appear to have beneficial effects on psychological and health outcomes.

The intervention had the greatest impact on factors within the work domain — employee role stress and social support from work sources. There are a number of plausible explanations for this pattern of findings. First, while participants did report some reduction in work-family stress, the intervention had less impact on their ability to manage the spillover and conflict between multiple roles. This suggests that stress from within one domain may be
easier to modify than stress resulting from the interrelationship of two domains. Second, given evidence that working women experience greater strain in occupational roles as compared to family roles (Kandel et al., 1985), participants may have directed their change efforts to the role in which they were experiencing the greatest stress.

Finally, the setting and target for an intervention may greatly influence which specific outcomes are likely to emerge. For example, given that the intervention was conducted in the worksite, it may have been most straightforward for participants to apply their newly acquired skills to their work role and to the interpersonal support network in their work setting. Moreover, the intervention itself brought together groups of co-workers on a regular basis which would likely lead to a perception of greater social support from work sources. Since preliminary analyses of the pretest data for this sample (Kline & Snow, 1990) have shown that social support from nonwork sources is the protective factor most strongly related to psychological symptomatology and substance use, consideration needs to be given to how the intervention's effectiveness might be enhanced in relation to this variable. For example, the inclusion of spouses or partners in the intervention may be an important strategy. Or, in those intervention sessions pertaining to social support, more direct attention might be given to teaching participants how to increase the range and quality of social support, as well as how to more fully utilize existing support, outside of the workplace.

A positive intervention effect was observed for psychological symptomatology and illicit drug use and, to some extent, for alcohol use. It is possible that the intervention had both direct and indirect effects on these outcomes. Some of the coping skills and stress management techniques (e.g., deep muscle relaxation) may have resulted in a direct decrease in felt distress, and participants were taught to substitute more appropriate stress-reducing behaviors for substance use. At the same time, since there is some relationship between employee role and work-family stressors and the outcome variables (particularly psychological symptomatology), affecting reductions in these stressors may have led indirectly to reductions in symptomatology and substance use. The longitudinal nature of this project will enable further delineation of these and other direct and indirect pathways of influence on individuals' adjustment.

In addition to these main effect findings for condition, intervention by worksite interactions were observed for employee role stress, psychological symptomatology, and illicit drug use, indicating differential program effectiveness across worksites. Although group differences occurred in both the larger and smaller settings, the strongest effects emerged within the smaller sites. One explanation for these findings is that characteristics of the smaller worksites, such as degree of supervisor and coworker support or extent of role flexibility, may have interacted with the intervention to produce larger effect sizes. These interaction effects highlight the importance of exploring which characteristics of worksites promote or inhibit intervention effectiveness and how person by setting factors influence program impact.

Findings from the present study suggest several areas for future research. First, given the multifaceted nature of coping skills and stress management programs, there is a need to delineate the specific contributions of each of the intervention components to changes in outcome variables. For example, using a variety of coping strategies may prove to be more effective in reducing stress and stress-related problems than use of only one type of strategy (Pearlin & Schooler, 1978). Second, evaluation of this type of intervention should occur within the context of risk and protective factor assessments with the same sample to validate whether the salient factors identified in such analyses are those targeted and impacted by the intervention. These assessments also provide the basis for examining the differential effectiveness of coping skills interventions across various high risk subgroups, e.g., single parent mothers, lower income women, or mothers of young children. Finally, placebo control conditions need to be incorporated in study designs to determine whether observed results are due to a generalized "Hawthorne effect" or to actual changes in participants' coping skills. Research of this nature will lead to needed refinements and increased rigor in the design and evaluation of worksite interventions.

References


This volume is a recent addition to the growing literature on the impact on marriages of women’s employment and changing gender expectations. Vannoy-Hiller and Philliber are interested in understanding what happens to marital quality when both spouses are employed. They are particularly interested in the relative impact of gender ideology, household division of labor, and spousal attitudes and support on marital quality.

In this monograph the authors report the results of a study of 489 Cincinnati-area married couples who were interviewed in 1982 and 1983. Approximately three-quarters of the sample are dual-earner couples. Helpful details regarding sampling and respondent distribution are provided in an Appendix (pp. 147-155). One important point made here is that the sample interviewed for this study is significantly more advantaged (higher educations incomes, etc.) than the population from which they were drawn. This is understandable, given the demographics of survey response and the focus on dual earner couples, but at least potentially limits the generalizability of the findings.

The first three chapters are comprehensive discussion of the literature on the impact of broad structural change on families and individuals. Vannoy-Hiller and Philliber emphasize the importance of social structural change for individual attitudes and experiences. One way they analyze this is through use of Ogburn’s notion of cultural lag, the gap between organizational and material change and people’s ideas and attitudes. Over the past several decades, American society has experienced a substantial influx of women into the labor market. This has not, however, translated into a dramatic modification in the nature of marital relations. This issue of tension between societal-level phenomena and individual-level experience is important, and does not usually receive the amount of theoretical attention devoted to it here.

In their theoretical discussions and their review of the literature on employment and marital adjustment, the authors are generally sensitive to gender and class variation in the experience of and response to these changes. While their findings indicate a number of significant gender differences, the authors report surprisingly few socioeconomic differences in marital quality, role expectations, role performance, and perceptions of the division of labor.

Vannoy-Hiller and Philliber conclude that the most important determinant of marital quality is the husband’s sensitivity, his support for his wife’s work, and her perception of that support. Wife’s employment does not, in itself, affect marital quality, nor does marital quality change substantially when wives surpass their husband’s occupational attainment.

Community psychologists might be most intrigued by the authors’ conclusions for the achievement of marital quality. They offer four pieces of advice, based on the results of these analyses, that I will briefly summarize here. First, partners should discuss their role expectations. Individuals’ perceptions of their partners expectations are frequently wrong, yet those expectations

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**Book Reviews**

**Stevan Hobfoll & Sarah Chisholm**

This fall’s issue begins with two volumes, both of which examine significant stressors which frequently impinge on families. The first, a monograph reviewed by Beth Rushing, investigates the effect of women’s employment on marriage quality. The second volume, reviewed by Deborah Belle, employs qualitative research methods to explore the impact of home relocation on women. Finally, Murray Levine reviews a volume which focuses on prevention of mental illness and outlines some British theoretical models and early interventions in this domain.

We gratefully acknowledge each contributor for sharing their expertise. Some of the books and reviewers have been chosen from outside the field of community psychology and are included because the issue or expertise is of particular relevance. This issue marks our last as Co-Editors for the book review section of The Community Psychologist. We would like to thank readers, reviewers, and publishers for making our term a success.
are often influential in shaping marital quality. Second, competition is detrimental to marital relationships—feelings of competition with one’s spouse should be discussed and preferably defused. Third, individuals’ perception of balance or equity in the relationship is important to marital quality. Interestingly, husbands’ perceptions of equity are important for wives’ marital quality. Again, this finding suggests the centrality of discussion and clarification of expectations and performance. Finally, Vanoye-Hiller and Philiber suggest that their findings underscore the importance of flexible gender role expectation for marital quality, noting that “(t)here appears to be no substitute for this kind of giving in a marriage” (p. 144).

In short, while the theoretical approach taken in this volume is probably not entirely familiar to community psychologists, the authors offer some interesting and thought-provoking observations about the conditions for marital success. Their analyses and findings should be of interest to researchers and practitioners alike.

Reviewed by Beth Rushing  
Kent State University


At a time when untold numbers of Americans literally have no homes of their own, Audrey McColllum asks us to acknowledge and sympathize with the pain of 42 women, most of them well-educated and middle-class, who move voluntarily from one home to another. Some move with husbands, children or lovers, many with misgivings, but most with the expectation that the move will bring advantages to themselves or to their families. While *The Trauma of Moving* records some successes among those who relocate, it is primarily a story of unmet expectations, unsettled lives, strained marriages, and plummeting self-confidence. McColllum convinces us of the significance of residential relocation for women’s well-being, and she forces us to care about what happens to the relatively privileged women in her study.

Furthermore, the book forces us to confront the methodological limitations of traditional survey research, and to acknowledge the insights made possible by more qualitative research methods. *The Trauma of Moving* is a study of stress, coping and social support, although these words and measurement apparatus that generally accompany them are absent.

After an unexpectedly difficult move of her own aroused her concern with the topic, McColllum recruited a group of 42 movers to “Northland” whom she could interview repeatedly over the two-year period following their relocation. Thirty of this core group were recruited from a list of 32 newcomers visited by the Welcome Wagon representative. An additional 12 were referred by other women or volunteered themselves. McColllum conducted an average of six 90-minute interviews with each woman. In some cases she kept in touch with respondents beyond the two year period of the study. In addition, she held seven group discussions with an additional 100 movers. This is the data base on which her book is based.

Not wishing to have her ideas and questions constrained prematurely (and following a tenet of many qualitative researchers) McColllum did not even conduct a literature review on the topic of residential mobility until after her own research was completed. Instead, she listened to what women had to tell her about their own experiences, and generated from these stories a set of categories and insights around which to build her report. Chapters of the book deal with the decision to move, losses entailed by the move, re-creating a home, friendmaking, working, and the impact of moving on marriage. There is also a chapter putting together much of this material, and a final chapter on intervention strategies to avoid or minimize the distress that the book has described. Throughout the book extensive case materials are presented to illuminate McColllum’s themes and discoveries.

McColllum’s account is informed by her psychoanalytic perspective and by recent studies of women’s development, especially “self-in relating” theory, perspectives which some readers may find provocative and useful, others distracting. I had difficulty in believing that women’s “dispersion, their simultaneous investment in a variety of roles and relationships, had much to do with the nature of female infant sexuality, for instance. Yet I found the discussion of gender differences in the valuing of career and relationships to be germane and illuminating.

The quantitative findings of the study are quite interesting in themselves, particularly as they paint a grim picture of such a frequent American experience. (Each year one fifth of all Americans move.) Two years after they had moved to Northland, only one third of the women felt at home in their dwellings, fewer than one sixth felt positively connected to their neighborhoods, fewer than one third had made new, close friends, and while many women had moved to further their husbands’ careers, near half of these men had experienced severe disappointment in their new workplaces.

Among the qualitative findings, one of the most important is the explication of what the “choice” to move actually meant to the women who relocated. The categorization of life events as “voluntary” or “involuntary” is a staple of stress research, yet McColllum uncovers a fascinating ambiguity beneath this apparently straightforward distinction. McColllum discovered through her interviews that many women never seriously considered their own needs when a move represented a career advance for their husbands. Instead, the wife’s “choice” represented her image of what would be best for her spouse and children. Even more intriguingly, women who appeared to have considered the significance of the move for their own well-being, failed in many cases to gather the most fundamental information about professional opportunities in their fields, salary levels, real estate prices, and school districts, making their “choices” illusory at best.

Another important insight is the notion that many women confronted the prospect of a move with “paradoxical” self-esteem, feeling unworthy of having their own needs taken into account, and at the same time feeling almost magically capable of making everything work out for everyone in the family no matter what circumstances the move might bring. In part, this paradox arises from the culture’s devaluation of the work of homemaking and kinkeeping. Many women before their moves argued that their husbands were pursuing career advancement unattainable elsewhere, but that their own family work would be equally possible anywhere. As McColllum shows, however, this is far from the case. Successful homemaking and care for children demand an intricate web of relationships to provide a huge variety of essential supports and to connect children and family to the larger community. Building these linkages takes skill, energy, and time. This work is unpaid and devalued, but it is crucial, and it is not easily transportable, as *The Trauma of Moving* shows.

A book of this kind inevitably raises as many questions as it answers. It should serve for years to come as a source of hypotheses that can be tested in larger, randomly selected samples. I hope it will

Jennifer Newton, a psychologist who is the Prevention Officer for MIND (the British equivalent of our National Mental Health Association), has produced a readable, intelligent and highly useful work on prevention. Centering on issues in the prevention of depression and schizophrenia, she summarizes our knowledge of the etiologies, or better the correlates of these conditions, and then draws out the implications of several useful models for prevention. She provides helpful, succinct discussions of the history of preventive efforts, and the prevalence and the distribution of psychiatric disorders including schizophrenia and depression, along with very good discussions of theories of depression and schizophrenia. She uses the theoretical discussions to point to directions for prevention. She does not use the primary, secondary, tertiary prevention distinctions for she feels these are not terribly precise or useful. She defines prevention as "...actions intended to reduce the incidence of mental disorder amongst people who are relatively free of distressing psychiatric symptoms, or who are suffering from symptoms not extensive and severe enough to be defined as cases." (p. 46).

The book is particularly valuable to an American audience because it includes useful discussions of British sources as well as standard American references. Newton carefully selects studies using standardized instruments, and discusses the issues in using these to define mental disorder. Recognizing some of the limits of standardized survey instruments she nonetheless accepts these as the best means available to count the "ill." Even though her approach is based on an acceptance of the medical model, she points out the correlates of disorder that implicate social factors that might be amenable to preventive intervention. She also deals effectively with those problems originating in childhood as a result of disrupted family relationships. These often result in the placement of youth in institutions, with continuing consequences across generations for young women coming out of these institutions who are prone to having out of wedlock children or making poor early marriages, thus perpetuating problems into the next generation.

Newton recognizes the problems in using correlational data as the basis for preventive interventions, and she clearly accepts the desirability of prospective research models, even as she acknowledges the practical problems in mounting such research in prevention. Her discussion of disease models based on multiple causal factors that might interact to produce disorder, uses the concept of vulnerability very well. She discusses the nature and the advantages and disadvantages of a health-promoting model as well. She makes very good use of the stressful life-events social support-coping model in thinking through issues in prevention. In fact, her discussion is based on some reasonably complex models developed in Great Britain that may be unfamiliar to American workers in this field. Her use of these models is very helpful in showing how interventions, and thus evaluation, can be fully theory-based. Although her work is grounded in the medical model her thinking is not tied to that model. Thus she has a very good discussion of macro-level policies and interventions with preventive potential. Newton briefly presents a number of successful prevention programs for high risk children. Some school based programs such as the Spivack and Shure program, Cowen's Primary Mental Health Project, and Rickel's early intervention project will be familiar to American audiences. Newton also presents a British school-based program and home-based interventions that will be less well known, but valuable to Americans for that reason. She provides an especially interesting discussion of the possibilities for prevention through the primary health care system, again using the British health care system as the base. Noting the wide range of preventive programs, she points out that few are directed toward the prevention of serious psychiatric disorder. However, she also recognizes problems in evaluating the impact of interventions such as we have on the incidence of schizophrenia or serious depressive disorders. The book concludes with a sensible overview of the prospects for prevention.

This book could profitably be read by all who are interested in prevention. It is clear, systematic, sympathetic, filled with good ideas, and yet realistic about the prospects and problems in mounting serious preventive programs. The book, which is available in paperback, would be very useful for undergraduate or graduate courses in prevention, or as supplemental reading in courses in community psychology, and abnormal psychology as well. Newton is to be congratulated for a job well done.

Reviewed by Murray Levine
Research Center for Children & Youth
SUNY Buffalo

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Call for Papers: The Use of Coalitions in Health Education and Health Promotion

The Journal of Health Education Research: Theory and Practice is planning a theme issue on the use of coalitions in health education and health promotion projects, to be published in 1993. The goal of the theme issue is to advance the literature by encouraging articles that are empirically based and that use soundly conceived research approaches (experimental, quasi-experimental, or case study designs). Articles for this issue could include those that focus on the stages of evolution of coalitions; strategic utilization of resources within coalitions; formation, implementation, maintenance and other operational issues; predictors of coalition success or effectiveness; and, the strengths or limitations of coalitions in health promotion.

To meet the 1993 publication goal, articles must be received by February 1, 1992. Direct inquiries and manuscripts to:

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Reflections on the Third Biennial Conference

Are You Beth Shinn? Are You Somebody Important?

Catherine Stein
Bowling Green State University

"Are you Beth Shinn? Are you somebody important?" It took a second for me to realize that the stylishly dressed, older woman sitting across the Conference Information Table was talking to me. "Do you want to hear why I don't like this conference, why it wasn't what it should be, not at all?" Her tone was authoritative; she sounded much like an angry school teacher.

"I'm not Beth Shinn, or anybody important, but sure, I'd like to hear why you don't like this conference," I replied smiling. She softened a little as she told me "I'm filling out my conference evaluation form now, and I'm writing it in, but somebody should really hear about it too." Apparently, I was soon to be that somebody. "You know," she said, "I came here specifically to learn about this thing called 'community psychology.' I'm an outsider with an outsider's perspective and I'm disappointed in what I see."

In writing my reactions to the conference, I want to take a moment to share some of the issues raised by this conference "outsider" as well as describe my own perceptions of Tempe. One nice thing about conferences is that they not only give us an opportunity to participate, but they also provide a reason to reflect. Like two-year "growth charts," the Biennial offers us a chance to affirm the things that we do well, and to acknowledge the things that we are still working on as an organization.

The "outsider" told me that she was weary of meetings, togetherness that lead to further togetherness, instead of action. She wanted to find a definition of the term "community" to help her with her work. By coming to the conference, she had hoped to locate a computer network of people and resources to help support her community activities. She said that she enjoyed hearing what people at the conference were doing, but hated how inefficient this group was in disseminating information. She thought the group acted like a "bunch of academics" talking about happenings, rather than making things happen. But mostly, she came to experience the "idea" of community, a friendly group of people who welcomed her and made her feel like she belonged.

In some ways, the "outsider" perspective raises key issues that continue to confront the field—creating better descriptions of what we care about and developing methods that enlighten and facilitate change; enduring the constant tension between "research and action" (despite our change of name); the conflict between thinkers and doers. These issues are still real, can cause frustration and disappointment. We continue to struggle with them.

Yet, what about experiencing the "idea" of community? From my "insider" perspective, I truly felt a sense of community at Tempe. From my "historical" perspective, each of the three Biennial Conferences had a different mission and a different feeling. The First Biennial in South Carolina seemed to say "hey, we can have our own National Conference, separate from APA. We have rich intellectual and activist traditions to celebrate, and we may even have our own paradigms (or at least fundamental principles) for doing community work." The conference also reflected an attention to detail and lovely informality that seemed to me characteristic of one of it's major organizers, Jean Ann Linney.

I remember the following Biennial hosted by Michigan State as bustling. It said "we can still do this. In fact, we have so many activities planned, for the mind and the body, that we may not be able to do it all in two days!" For me, the conference had a spontaneous and friendly, "whatever happens is great" feeling that I associated with Bill Davidson and the people at Michigan State.

And Tempe? I think it was about "giving voice." The conference devoted considerable energies to listening to the perspectives of groups that usually are not listened to, such as people of color and women. Participants actually tried to hear what presenters were saying. The structure of the conference created a warmth and informality despite the more formal setting. The discussion and round-table formats seemed to assure presenters that they could be people—people talking about what they did and what they cared about, rather than experts sporting transparencies with regression results. Manuel Barrera and the people of Arizona State organized a conference that brought individuals closer to the experience of doing community work. The conference had both an interpersonal openness and "quiet intensity" that made it memorable.

Biennial Conferences give us a chance to participate and reflect. With the traditions of the conference firmly established, I hope that we can work to make Division 27 bigger and more diverse. I hope we work to show "outsiders" the "inside." The Biennial is one of the nicest things we do for ourselves.
It Was Hot Outside, Cool Inside

David M. Chavis
School of Social Work, Rutgers

I like the Biennial Conference. It's a lot like a college reunion. I wasn't at the second Biennial Conference, so it had been a while since I had been to a reunion with my fellow Community Psychologists (except for the brief 25th anniversary celebration at APA). The benefit of a small association, like the Society for Community Research and Action, is that with some time and minimal effort, you can get to know many people from the different generations of community psychologists. Like any reunion, you always wonder who's going to show up, what they've been doing over the years, what they think of you, how you measure up, and was it worth all the anxiety and expense. The Biennial Conference, as I am sure many will agree, is a great opportunity to renew those old ties and to build new ones. It is more than just a show and tell session. For someone who does not regularly work with others in community psychology, it's a great opportunity to think about the field and to think about what it means for you.

In another sense, I wonder how this conference advances the purposes of the field beyond the basic exchange of information typical of any professional conference. The conference planners and the Society's leadership provided Tom Wolff and I the opportunity to conduct a pre-conference workshop on coalitions and community development. This workshop inaugurated the Society's Continuing Education Program and I am pleased and honored to have been part of that. It made an important first step towards providing the knowledge and skills to apply the perspective of a Community Psychology. I would have liked to have seen more time given towards the development of these skills. It's a start.

The topics and speakers represented significant progress by the field. The number and quality of presentations addressing social and systemic issues was encouraging. A distinctive community psychology is on the horizon. It is exciting to see community psychologists discovering new issues that are on top of the public social agenda (e.g., homelessness, alcoholism and drug abuse, and other needs of the oppressed). I was struck by the sense of discovery in the way many faculty and students presented their work. With few exceptions, the work was presented in isolation from other disciplines and the more sophisticated forms of practice that are out there. I would hope that future conferences will try to encourage greater participation by persons outside of community psychology including experienced practitioners, citizens, and other social scientists.

The participation of practitioners is still very low. The Society needs to consider new formats that will encourage practitioners to participate in different ways. Its important to note that 15% of the participants in the pre-conference workshop were practitioners. This demonstrates to me the potential for practitioner involvement, if there is the right conference content.

Finally, I must note my concern over the way the controversy concerning Arizona's treatment of Martin Luther King's birthday and the recognition of his contributions was handled. I am sure there was great discussion on how to handle the explicit or implicit boycott of Arizona. It was unclear to me how the Society was supporting the boycott's intent or not. It was unclear whether the conference planners sought to contribute to the resolution of this issue or had some other attempt. A late night testimonial trivialized the issue by making what, without explanation, would appear to me to be a token, last-minute effort to recognize Dr. King. Dr. King and others in the civil rights movement operated with a clear and sophisticated strategy in order to produce change. Our strategy and rationale should have been communicated and more sophisticated. It would have been a better tribute to Dr. King to discuss how we might develop a collective response to oppression and racism, rather than the (typical) reduction of his contribution to the individual level of analysis.

Finally, I would like to thank the conference planners for what I know was a very difficult and aggravating job. I hope they were satisfied because I know I was.

Reflections on the Third Biennial Conference from an Inclusiveness-Seeking Feminist

Melody G. Embree
Affiliation?

As I reflect on the 1991 Biennial Conference on Community Research and Action I find myself having difficulty deciding which of my hats to wear as I write. The task I have set for myself is to convey the spirit of the 1991 conference, as I saw it, and to comment about the future of community psychology in relation to feminist values and women's issues. The problem is perhaps, that I cannot comment only as a feminist who is a community psychologist. Rather, I must also speak to issues that
emerged as a result of two additional roles that I carry, student and community activist.

Women exhibit a strong and wonderful presence in Division 27, which was reflected at the recent conference. Topical issues of special importance to women were well represented. For example, there were presentations as diverse as community responses to women with abusive partners, a feminist critique of mother’s role in incest theories, and an analysis of parent/child interactions in Black families. My impression is that a great degree of acceptance has made community psychology a home for people who pursue gender-related research and theory. Thus, it was not surprising to me (although it was pleasing) that many formal presentations were threaded with feminist thought.

At a less formal level, however, the recent conference was not all that I hoped it would be. This is where my student and community activist roles challenge me to speak up. As a community activist I know that it is vitally important to engage people who will shake things up and move them forward. And I know that to do so requires a degree of personal commitment to these potential change-agents, as a means of encouragement and inspiration. As a feminist community psychologist, I want to see our field continue to work toward being inclusive, a dream that I know I am not alone in holding. Unfortunately, as a student, I often feel that my ideas and input are not sought out by my senior feminist colleagues.

I recall the 1989 Biennial meeting of the Committee on Women. It was spectacular! There was an incredible amount of energy and enthusiasm, primed to be channeled in a constructive direction, and much of it came from students. One outcome of that meeting was the ongoing column on Women’s Issues in The Community Psychologist. It was envisioned as a way for feminist community psychologists to communicate with each other, and I believe it has been successful. A second outcome was a directory of community psychologists whose interests lie with women’s issues. These were positive steps, but they stopped short of actively involving students in the network that I know exists among senior feminist community psychologists.

It was disappointing that the Committee on Women did not meet at the Tempe conference. Since there was no meeting, new opportunities were not created. I challenge senior women community psychologists to find a place for students. A false dichotomy is created when we are not welcomed as integral members of your "community." Our commitments to feminism and community psychology are as strong as yours, and we want to be involved. The Committee on Women is an excellent place to begin. Invite us to share in leadership roles as well as tasks. I believe the future of community psychology as a place where women’s issues are supported and encouraged is at stake.

There is an irony in my challenge. Women often are expected to balance their time and efforts to satisfy various constituencies, and I am asking that my senior colleagues add one more. Thus, I am asking you to assume a very traditional female role, that of nurturer, for the next generation of feminist community psychologists.

I am doing so, however, because I believe that if feminists who are also psychologists are to be encouraged to pursue our dreams and visions, the field of community psychology is where it is most likely to happen. I ask for your encouragement and guidance.

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Celebrating the "Local and Particular"

Jim Dalton

Bloomsburg University

The Third Biennial Conference on Community Research and Action, as did its predecessors, provided a good mix of presentations on recent research with chances to build or renew ties with other community psychologists. The biennial conferences afford opportunities, especially for graduate students, to establish face-to-face relationships with colleagues outside one’s own setting, in an atmosphere smaller, more congenial, and less distracting than the APA convention or similar forums. The Tempe conference was a very good place to do this, and its organizers deserve a generous helping of credit for making it so. In addition, the Tempe conference had greater cultural diversity of presenters and of topics than I remember at previous conferences. We have a way to go on diversity, but we’re making progress. It also was fun to join a bar full of Chicago Bulls fans to watch the climactic game of the NBA finals, and even better to walk a few yards to hear Ed Trickett’s folk music. I came home with new ideas for teaching and community practice, and with a feeling of renewed involvement in community psychology.

One of the things that drew me originally to community psychology was that we share more of an interest in what Wendell Berry has called the "local and particular" life of specific communities than any other psychological specialty. This focus is often at odds with the scientific work in its awareness of the complexity of forces in a particular setting. The Tempe conference highlighted the local and particular in several ways: for instance, Thomas Wolff and David Chavis presented a preconference workshop on community development, and Tom also chaired a session on community psychology and local communities. I want to describe two other sessions that especially evoked the "local and particular" for me.

Catherine Stein presented a report of a course on social skills she facilitated that paired traditional college undergraduates and clients with chronic mental illness. She adopted an egalitarian, mutual-help approach: all participants took the course to improve their social skills, and traditional students were paired with community students for exercises and some assignments. A semester together led not only to improved social skills in both student groups, but to a dispelling of mutually-held stereotypes, some meaningful relationships across lines of age and social status, and what seemed to be a psychological sense of community.

Bill Berkowitz, as he has done before, redefined the traditional presentation format. He presented slides of his neighborhood as the basis for discussion of the
importance of a psychological sense of community in our own lives, the challenges to neighborhood and community life in the nineties, and responses at the personal, neighboring, and institutional level.

What these two presentations (and some others) had in common was an evocation of the human and emotional as well as scholarly aspects of community psychology, and an immersion in local and particular lives and communities. That's something better done in the biennial conference than in publication or more time-limited presentation formats.

The conference did leave me pondering two challenges or opportunities for the future. These concern the relationship of the biennial conference to the world outside community psychology, and especially to the communities where we hold our conferences. Last year, of course, Arizona voted down a state holiday for Martin Luther King, and a boycott of the state emerged which even included an upcoming Super Bowl. This put our conference planners in a difficult position, with only a few months left before community psychologists would descend on Tempe. At the opening night banquet, a panel honored Dr. King and discussed his impact on community psychology. This was a good start, although some discussion from the audience concerned whether it was enough. Of course the many presentations concerning cultural, racial, and ethnic diversity and empowerment also spoke to the values which a holiday for Dr. King would celebrate. The conference organizers may have taken other actions on the King holiday issue of which I'm not aware.

I am not familiar with the Arizona political landscape and I'm not in any position to evaluate what would have been the best actions to take. My intent here is to challenge us all to think about the relationship between our future conferences and their political environs. Richard Price (1989), in an insightful address, described the difficult choices involved in bearing witness to our values and to the implications of our research, and in integrating the sometimes conflicting norms of academic social science and community action. Taking sides on sociopolitical issues in ways visible outside our own scientific community does not come easy to most of us (myself included), but as Price notes, it is sometimes unavoidable. This may be true at our conferences as well as in our local communities.

We need to recognize the role of bearing witness as one of the potential functions of the biennial conference, whether we choose it or have it thrust upon us by external events. If we think of the biennial conference as an intervention of sorts in a community (and certainly our mere presence in a community is an intervention, albeit not a major one), then new questions arise. To what extent should we solicit media attention when conference presentations are relevant to local (or broader) issues? How do we demonstrate solidarity with local groups working for social change that converges with our values? How best does a conference of "outsiders" participate in local issues, bearing witness in our areas of expertise without being presumptuous? How can conference participants become educated in the local and particular sociopolitical climate of the host community? How can actions at a conference be integrated with the ongoing work of community psychologists in the host community?

Another way of placing our conferences in community context, with educational more than political purposes, may be to present tours of selected communities or programs near the conference site. Tours can educate community psychologists about local cultures and communities, showcase successful community programs, and communicate our support for exemplary community initiatives. At the first Northeastern Regional Community Conference at New York University, we offered afternoon tours to selected New York City sites. Small groups of participants, each lead by a community psychologist and local community or program leaders, toured a gentrifying Manhattan neighborhood, a community parenting program with an intergenerational structure, or a Bronx neighborhood that had developed innovative, effective strategies for reconstructing housing and renewing community life. The intent was avowedly educational, and conducted with respect for the communities and their residents. The tours allowed conference participants to experience "local and particular" communities, with orientation from community "insiders". They were richer, but more time consuming, than a symposium with a panel of local community participants. That seems to recommend them for the flexible format of the biennial conference.

Reference

News From A Neophyte: A Graduate Student's View of the Third Biennial Conference

Scott Joens
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As a relative newcomer to the field of Community Psychology, I approached the Third Biennial Conference with a little trepidation and a lot of curiosity. Even though I had studied Community Psychology during my first year in graduate school, I still felt that I had a lot to learn about the field. As a consequence, I decided to attend the Biennial Conference to get a better idea of what Community Psychology is all about.

What did I find? As one would expect, I found a number of presentations placed emphasis on the psychologist as a facilitator in helping to build community (how surprising, given the name of our discipline!). A successful example of this was seen in the symposium "Toward a Post-Modern Approach to Community Research and Action" chaired by J. R. Newbrough. The participants of the symposium discussed a project in which they attempted to help revitalize a depressed community. The psychologists achieved their goal by consulting the community members through-
out the entire decision making process, from the conceptualization of the problem to its solution.

The novelty of this situation was made clear by discussant Robert Moroney, a political scientist and social planner. He discussed the paradigm shift that has occurred in social planning during the last twenty years. The emphasis has changed from rational planning (a top-down model where the planner finds the best solution to a community problem and tells the community what to do) to transactive planning, where the planner is less an expert technician and more a facilitator. Not only did I learn something about community building in this symposium, but I also saw how our discipline can benefit methodologically from an interaction with other disciplines.

The theme of community consideration was also expressed in the invited address of Gerardo Marin. Dr. Marin stressed the importance of understanding not just the needs of a given community but also its cultural background, both in the planning and the implementation of an intervention program. Marin made it clear that interventions that take the community’s culture into account are much more likely to succeed than are culturally inappropriate plans.

Given the breadth of topics presented at the conference, it seems as if many community psychologists are already heeding Marin’s sound advice. A variety of populations were represented in the research presented, including African-, Asian-, and Hispanic-Americans, women’s groups, and special groups such as the homeless and those with HIV infection.

Given that our discipline is so committed to cultural sensitivity, I found it rather odd that our group would choose to have its conference in a state that doesn’t honor Dr. Martin Luther King Jr. Many other convention groups and athletic teams have changed the location of their events rather than economically support the state of Arizona. While the discrepancy between the our intentions and our actions was debated on the opening night of the conference, I never felt that the issue was satisfactorily resolved. Am I finding out that as Community Psychologists, we are all talk and no action? I sincerely don’t think that’s the case, but unfortunately I’m yet to be proven wrong.

One thing at the Biennial that I was pleasantly surprised to find out about concerned Community Psychology’s emphasis on applied projects. While purely theoretical research was still represented in many of the presentations, I did notice a significant number of projects concerned with either applied research or the influencing of public policy. The importance of applied work to Community Psychology was most clearly shown in the presentation of the Distinguished Contribution Award to Beverly Long, a long time political advocate for mental health issues. As an influential figure on the national political scene, Beverly Long has helped to turn our discipline’s academic findings into public policy and concrete interventions affecting countless numbers of Americans. I would hope that many current students would be inspired by her success and emphasize public policy research in their graduate training.

As a final comment on the Biennial, I would like to commend Manuel Barrera, Jr. and the Site Committee for putting on an excellent conference. Not only did the academic presentations go on without incident, but the social events were also well organized and enjoyable. I thoroughly enjoyed the conference and found that I learned a great deal about the discipline of Community Psychology. It was invigorating for me to be involved with so many enthusiastic and friendly people who all shared a similar concern for social issues, and I would highly recommend the experience to any student. I look forward to seeing many of you at the next Biennial.

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Translating Empowerment and Disempowerment Into Everyday Action and Meaning
Outcomes from a Roundtable Discussion at the Tempe Biennial Conference

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Zimmerman and Rappaport (1988) report that the multilevel construct, empowerment, seems to consist of the following components:

a. activity in general (especially the number of activities); taking action in the public sphere;
b. personal competence; esteem
b. connectedness; psychological sense of community
c. control; causal importance; efficacy

d. These components mirror Heller & Price’s (1990) reflections that esteem-enhancing social exchange increased people’s sense of competence, worth, and belongingness; and with Sarason et. al’s (1987) conclusions regarding the role of supportive relationships. A sense that we are worthwhile, capable and a valued member of a group, are self-perceptions fostered as people are loved and valued.

These constructs also seem to link to our own earlier findings with people from 24 church congregations (Roberts & Thor- sheim, 1987). Meaningful activity and people’s involvement in it was a primary contributor to their sense of well being.

Four particular social interactions were the major ingredients within “activity” that contributed to empowerment: (1) being able to name people, (2) caring about others, (3) knowing how to link up to give and receive support, and (4) being asked to help.

**Disempowerment**

In the process of trying to learn more about empowerment, it seemed as though empowerment was related somehow to disempowerment. Thus we felt that we needed to understand more about disempowerment.
powerment. Consequently, many of our empirical questions and our presentation during our Society’s Second Biennial Conference at Michigan State University focused on questions about disempowerment and the documentation of disempowering behaviors by leaders and others.

However, that task proved to be difficult. It is relatively easy to recognize that negative comments, substandard wages, joblessness, abuse, highly stressful life events, etc., are disempowering. However, such events may be a modest part of everyday life for many of us. Yet we, and those with whom we spoke, sensed disempowerment in their environments that defied accurate naming.

The upshot of our ruminations has been the recognition that for many of us, disempowerment may be more an absence of empowering amplifiers, than the presence of deliberate disempowering behaviors aimed at us. So, the disempowering behaviors that we were looking for, often felt, are difficult to "see" and name—indeed, their invisibility itself is part of the problem.

Empowerment Revisited

As we returned to reflect on empowerment as a way to discover "what was missing" in disempowering environments, we realized that our broad, inclusive, theoretical definitions of empowerment were not overly helpful. To know that empowering people (1) are in control of their own lives, (2) are able to take action in the public sphere, (3) have a sense of personal competence, or (4) have a sense of connectedness, provides us with few clues regarding what might be missing from the interaction with others that leads to feelings of disempowerment. We discovered that we needed to study the microsocial characteristics of empowerment more thoroughly.

During our earlier field research project with 24 church congregations Jim Kelly had advised us to develop "informal portraits"—noticing and naming contextual behaviors that seem to correlate with (and perhaps cause) desired variables. Jim's suggestions gave us a start on documenting the diverse behaviors and cognitions that seemed to facilitate empowerment in others. During a subsequent project in which we collected narratives from a nationwide sample of leaders who were judged by others to be empowering, we identified several specific "leader" behaviors that were empowering: listening and asking questions; noticing something about a person, naming it and linking it to other resources or needs; thinking aloud; and using and acknowledging the ideas of others. We called these behaviors, micro empowering-skills.

Our continuing work with leadership in organizations and with the empowerment of elders (Roberts & Thorheim, 1991; Thorheim & Roberts, 1990) has also suggested the helpfulness of identifying additional microsocial empowering behaviors. A means for such identification and for validating earlier conjectures has been for us to ask students in our classes to, "Think about a person or persons who helped empower you sometime within the last year. What are some specific things they did (or are doing) to empower you?"

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**Disempowerment: It's not just the bad that we do that we should not, but the good that we could do that we do not.**

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We found that the narratives resulting from that question described diverse experiences that were often difficult to fit nicely into our broad brush empowerment descriptions.

Many first year students reported that parents frequently were the ones who empowered them by expressing an unconditional faith and positive regard for them, making them feel worthwhile—capable & responsible. Long term knowing of "me" seems to be especially important for this behavior. Here is one example:

*At the risk of sounding unimaginative, I would have to say that it has always been my parents that have made me feel most worthwhile and have given me confidence and support through many experiences whether it be school or sports or participation in a new group.*

Friends were frequently mentioned as empowering because they listened to them, accepted them and supported them just the way they were.

*Both empowers me by listening to what I say and thus constantly validating the decisions I make and the person I am.*

Or friends and authority figures empowered them because they noticed and named something about abilities and talents or skills (gifts), and that gave them confidence. *Having no experience on the tech crew, the director chose me to stage manage the talent show because he told me I could do the job and draw things together. The show went beautifully. I was proud of what I did even though some people think that I have no experience and doing the job.*

Or a friend or leader reflected "out loud" honestly and genuinely about her/his own life, and what he/she was thinking. *She really didn't do much of anything, she just told me how it was when she was trying to do what I was doing—how it didn't work out so well and all. But that really made me feel better, I knew then that I was going to be able to do it too.*

The student's written narratives frequently mentioned an increased sense of control as being something important that happened to them as a result of whatever it was that the empowering person did with them. *He put me in a position of trust and authority. It allowed me to "learn from my mistakes" and feel a sense of accomplishment. He was still there as an advisor and ready for questions, but I could choose to ask, and I was the one who decided how to "act."*

We used these and other stories of microsocial empowering behaviors as a source for creating the specific questions for our empowering leadership field research project with 850 students in 54 groups starting in the summer of 1991. Our numerous pilot studies over the last four years have helped us understand the salience and helpfulness of such contextually accurate descriptions of what students deem as empowering.

As a way to further this process of understanding specific behaviors and personal reflections that are empowering, we continued this process during our Roundtable Discussion at the third Biennial Conference in Tempe. We defined empowerment for the participants as a feeling that "I am worthwhile and capable of influencing in positive ways the personally meaningful aspects of my own life."

We asked the Roundtable participants to "Think about a person, persons, or situation that empowered you sometime within the last year, and some specific things that others did (or that happened) to empower you?" We asked them to be concrete about what happened and about their resulting thoughts, feelings and behaviors. We asked them to write the details of that experience on paper that we passed around. We instructed them not to write their name on the paper.
Then we told them (re: informed consent):
1. We would like you to hand in your written comments at the end of this roundtable. (We mentioned that we told the reviewers of the Biennial program submissions that we would summarize the results of this roundtable for a subsequent issue of The Community Psychologist.)
2. We will be asking you to share your story with a neighbor in a few minutes, and then to summarize your experience for all of us at this roundtable.

We allowed about five minutes to write, and six minutes to share stories reciprocally with a neighbor (three minutes each). The rest of the hour was spent going around the "table" and sharing stories with the whole group.

Narratives of Empowering Experiences—From the Roundtable

I was having a political discussion with a family member (an elder) who, basically, agrees with my political views concerning women's reproductive rights. She got upset, though, with some of the terminology I used (i.e. the word "rich" for those who can afford neonatal, reproductive or termination medical services) and said using that word meant I wasn't "thinking." I responded that I had thought about the issue a lot, and that it may be more accurate to say that we had defined "rich" differently. It felt empowering to "call" her on it and not get defensive. This was the first time that I had been able to do that with her.

Good health and great stamina and energy have always been blessings I've enjoyed. I am seldom sick with a cold and even when the flu strikes, it usually passes its course in a day. Outside of work (which as a professor can be quite sedentary), I compete in sports three times a week. Even with my children, so much of our time together is spent throwing or kicking a ball around (never enough for them, of course).

Then last August I experienced a sharp pain in my upper leg that began over a few weeks to radiate down to my calf and foot. After a month of irritation I went to a physician. I had thought I pulled a muscle; something that had happened before. I expected it would heal itself; although not as quickly as when I was 16, even 30. My doctor informed me it was a slipped disc. He expected that a rehab program would be successful. Despite my dedicated efforts (I thought compliance would ensure health), the condition worsened until December. I

was essentially crippled. I could not stand long enough to brush my teeth, let alone play ball with the children. I worked laying down and hypothesized my way to work through the scary pain.

By February I was on the surgeon's table. The surgery was a complete success (so far). My health is improving; in a way I never knew. The return to health makes me aware of all the times I heard others say the cliches of "when you have health, you have everything." My improvement also came from understanding how frail even robust health is and how undermining is illness and physical pain.

I visited a methadone maintenance clinic in the South Bronx to observe a self-help group for women. The energy and attitudes of the women there were very empowering to me. I couldn't believe some of their stories—the adversity with which they dealt every single day. Yet they were survivors. They found some way to make their lives work and still laugh and make friends and love their kids. I guess it was one of those situations where I realized how good I had it in light of other people's lives and thought I should really try to be more productive and appreciative of my life situation.

I had been working on my honor's thesis for 2 years—it was a project on the lives of battered women and how the legal system affects them. The director of the honors program did not like this project and felt that I was wasting my talents on something that wasn't real science. The two advisors I was working with told me not to worry about it and do what I wanted to do. Over time I came to realize that I wanted to continue doing research and it didn't really matter what others thought of me or how they viewed my research. It wasn't anything particular that my advisors did or I did. It was just the realization that this was what I wanted to do and this was what was important to me. The director of the honors program refused to write me a letter of recommendation for graduate school and it felt very good to be able to say that was fine and that it didn't really matter to me—I knew what I wanted to do and that it was right for me.

I had really been stuck in a rut in which I was not making progress in my work and my thinking about what was going to work out for me re: ideas for directions, etc. So I just started in the middle, talking about this soup of uncertain ideas, etc. and my friend listened. He asked questions when he didn't understand something and paraphrased a bit to make sure he got what I meant. It took about an hour or so of this gift of listening and I began to realize that indeed I was making sense. There was some coherence to my thoughts and they did make sense, both to me and to my friend. That was all he did—listen—he didn't give me advice.

In college, I was part of a large school prevention program/research project. My professor encouraged me to carve out my own interest and do some research of it. I ended up studying social competence and developed a measure of children's social status to their peer group which I presented at MPA. The encouragement I received, restored my belief in my abilities as an academicians. The process taught me the necessary skills. Most of all, I realized that I could do things to shape my own career and my interests. I had the power of choice. In other words, it was not just the encouragement I received or the end product, but the process of developing my skills and becoming aware of my thoughts and insecurities as well as my goals and what I need to do to reach them. The professor provided the opportunity.

I recently attended a women's support group meeting during which we discussed both the silencing that we as women had felt in our own lives, and the Supreme Court ruling silencing certain family planning centers in discussing abortion with their women clients. At first, as the meeting went on I felt increasingly depressed, angry, and hopeless about the possibility of positive change for the lives of women (including me)! However, by the end of the meeting we were beginning to talk about what we could do to change the situation—we decided to write letters to legislators—all of us—and to think about what we could do as a group next time.

In the context of studying a community organization, I observed an empowering process unfold over the course of about one month. Nine months prior to the events I observed, 160 members of the organization meet with the director of a city department to request enforcement of city health and property maintenance codes. The director promised to initiate steps to enforce these codes at the public meeting. I witnessed the first follow-up meeting of the group with that department to check on the city's progress. The city had done nothing, they expected our group to perform many bu-
I was going to live on the streets of Washington, D.C., to learn about homelessness. My fear and sense of ambiguity were great. I didn’t even know what could happen much less what I would do if anything did happen. I told this to a homeless man named Earl, whom I had connected with through the help of a friend in a social service agency. Earl said, “That’s OK, I’ll walk with you.” I had expected to learn about homelessness, not to be cared for by a homeless person. My fears were reduced as Earl showed me how to get food, avoid being beaten by the police, and how to survive in an emergency shelter.

Lesson—I’m a teacher—my students are too.

A sense of empowerment for me has come from a process of loss, coping and spiritual quest. Empowerment for me comes from within, connecting with my inner self, listening to my inner voice. No one can give this to another person. Yet, each circumstance, each person I meet along my life’s path provides an opportunity for learning, reflection, and growth...if I choose to look, see and hear. This has not always been easy and the price has been the painful loss I experienced and my search for healing. I was deaf, blind, and insensitive to my inner self. When I decided I no longer wanted to live on pain and began to search inside myself for answers, circumstances and people have mirrored the necessary learnings important for my growth and development of inner strength. They have provided the opportunities for learning and growth that I now choose to take advantage of in order to continue building and growing. A process of inner connection which led to a personal sense of empowerment which spans all aspects of my life.

Accessing Resources through each others’ stories.

As a way then of understanding that our own and others experiences and stories are resources, we asked all participants to think of ways that what they said and what they heard could be a resource to them in their life and their work.

For instance, in our case, as we listened to the stories of empowerment told by the Roundtable participants, we realized how important vicarious learning can be for empowering others. We had heard several such stories by people of color during Jesse Jackson’s rise to prominence in our earlier empowering leadership narrative research. But as we listened to these stories in Tempe, we connected them with the empowering potential of having some of our senior majors at St. Olaf serve more officially as models and mentors for some of our first and second year students. Further, we were reaffirmed in our growing appreciation for the power of reflecting on experiences with others. Even if the initial experience itself is negative, the process of reflecting on that experience with others can be empowering.

One of the other participants wrote to us that in reflecting on the narratives told by the roundtable participants she noted how the experience of loss can be empowering because of the changes loss requires us to make. Loss can also foster the recognition of how important our life is to us—loss can be a catalyst for action. Also, she noted that finding a voice—effectively speaking out for oneself or a cause—instead of just gripping to oneself and others, is an empowering experience. It is asserting one’s self in ways that say “Here I am, this is what I think, and it is good that I think that way.” The old motto...“I think, therefore I am” taken one step further...“I speak, therefore I exist.”

On the plane back to Minneapolis from Tempe, as we reflected together on the comments from the participants in our Roundtable, and the conversations we had with other colleagues during the Conference, Howard coined the phrase that we included at the beginning of this piece. It seems to capture a part of the empowerment-disempowerment dynamics that we are searching for:

Disempowerment: It’s not just the bad that we do that we should not, but the good that we could that we do not.

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1 The participants in the Roundtable with us were Rebecca Campbell, Susan Englund, Julie Genz, Janet Harrison, Stevan Hobfoll, Kelly Hazel, Cecile Lardon, Paul Speer, and Collin van Uchelen. We are grateful for their reflective wisdom, and their commitment of time to review a draft of this article.

2 One of the female members of the Roundtable, in reviewing a draft of this document had some questions about this statement. She said, "I guess I disagree with you here. I agree that disempowerment may be the absence of empowering amplifiers and deliberate disempowering behaviors. But I need to be convinced that the former accounts for the majority of disempowerment. I also agree that the invisibility of disempowerment is what makes it so powerful. I think a lot of this may depend on who the subject is. White males, Latina women, upper class people, etc. I think experience different types of disempowering behaviors. If your point is we could all use more empowering amplifiers, I'm sure that's true. But I think we all experience different disempowering behaviors—some easy to see—some not, but all difficult to change."

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**Community Psychology and Al-Islam: A Religious Framework for Social Change**

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Community psychologists might profit from using concepts and principles within various religions (Maton & Pargament, 1987). For example, a religion-based theory of social change might advocate improvements both within the individuals (internal) and their social settings (external), and this view may provide more comprehensive means for helping people and communities. Although many religions contain similar views, we have selected the religion of Al-Islam to illustrate these ideas because: (a) the first author is a member of this religion; (b) many people have misperceptions regarding this religion; and (c) this aspect of Al-Islam has not been fully explored in the Western societies. We believe that the faith of Al-Islam may present a resource for producing constructive social change in contemporary society. Within the context of community psychology, this paper will delineate the basic principles of Al-Islam to provide readers with a frame of reference for understanding the religion and its implications for social change.

**The Religion of Al-Islam**

The religion of Al-Islam was established among the Arabs in the early part of the 7th Century by The Prophet Muhammad, may Peace Be Upon Him (PBUH). Muhammad, whose references must be followed with a supplication to Allah of "PBUH," received the Revelation of Truth from Allah that is described in the Holy Quran and the Hadith (sayings of the Prophet); and these teachings serve as the basis for the religion. A heightened awareness of the Islamic culture and its ideological practices has resulted in a recent surge in the number of followers, who are called "Muslims" (Arabic for "believers").

Although Islam permits its followers to have different understandings of Islamic concepts, some modern Muslims have split into a number of different schisms and cults which far exceed the permissible differences between sects. The Islamic belief mandates all Muslims to worship The One God (Allah) as a unified community (the Ummah) and to base their concepts upon teachings from the Quran and Hadith. Many non-Muslims may have criticized Al-Islam because of recent conflict in Muslim countries that has often been associated with Al-Islam (e.g., religious leaders calling for a "Holy War"). Yet the Iran-Iraq War, for example, was actually due to a political conflict which contradicted the relational values that promote harmony between Muslims in Al-Islam. In addition, some sects like the Nation of Islam (whose followers are called "Black Muslims") have suggested policies of racial separatism; yet these doctrines are inconsistent with the inclusive principles of worship in Al-Islam. Due to these circumstances, some readers may perceive Al-Islam as contradictory to basic human rights values. The authors, however, believe that an Islamic paradigm could build beneficent internal values and harmonious relational approaches to social change. In the following section, the authors will describe the basic tenets of Al-Islam that support these humanitarian values.
Faith in Al-Islam

The faith of Al-Islam outlines a comprehensive framework for Muslims to worship God in each aspect of their lives. The root word of Al-Islam is "aslama," which means to enter into peace by total submission to The Creator. The Prophet Muhammed (PBUH) implemented the religion as a spiritual guide for all facets of the human existence. Al-Islam provides meticulous description of the proper methods for prayer rituals, personal conduct, domestic roles, professional endeavors, economic systems, political structures, and social involvement for a practicing Muslim. Consequently, Muslims are obligated to study the Holy Quran and the Hadith, which are records of what the Prophet Muhammed (PBUH) said, practiced, approved, and disapproved which reflect and demonstrate the teachings of the Holy Quran (Muhammed, 1982). This knowledge gives Muslims a spiritual reference for a peaceful life that directs every aspect of their existence, whether it involves social, political, educational, commercial, or other issues.

Faith in Al-Islam is designed to instill justice and equity as the fundamental principles in a Muslim lifestyle. Western media has often failed to distinguish the glaring discrepancies between Muslim teachings and the practices of Arab culture which have been branded as "fanatical," "sexist," and "antiquated." Yet the religion of Al-Islam forbids Muslims to participate in any discriminatory practices, including the practices of subordinating women and arranging marriages which are prevalent in certain segments of Arab and Muslim societies. Thus, Al-Islam can promote principles of equality among Muslims as a foundation for their religious belief.

Fundamental Principles of Practice

The fundamental principles of practice in Al-Islam are manifested in the Five Pillars of Faith. The Pillars, which are based on the Holy Quran and the Sunnah (practices) of the Prophet Muhammed (PBUH), serve as important guides to breed internal and external growth in the daily lifestyle of Muslims. These pillars are listed in order of progression:

1. To bear witness that there is no deity except Allah and that Muhammed is The Messenger of Allah. Muslims must make a public declaration of faith (Shahadah) that nothing is worthy of worship except Allah, and that Muhammed (PBUH) is a human who was chosen to be The Messenger of Allah. This open and unconditional commitment instills an internal value of worshipping only Allah that helps practicing Muslims resist the corruption of worshipping money, power, or status in society.

2. To observe the five daily prayers. Muslims must observe the five daily prayers of Fajr (morning), Zuhr (noon), Asr (afternoon), Maghrib (sunset), and Isha (night). The observance of prayer at these appointed times constantly reminds Muslims of Allah and His Blessings in daily life, and affirms that worship of The Creator is paramount to any worldly activities or concerns.

3. To pay Zakat. Every Muslim whose financial resources exceed a specified minimum is obligated to pay 2.5% of their earnings into an annual Zakat that is distributed among financially needy people. This concept of charity as an unselfish act to help persons who are less fortunate helps to distribute wealth and foster cohesion among members of the community. Charity in Al-Islam also includes giving emotional support, defending human righteousness, promoting a healthy society, sharing personal knowledge, and displaying proper conduct.

4. To fast during the month of Ramadan. Fasting (refraining from food, drink, sex, and any emotional or behavioral excesses) has been ordered as a religious duty to develop self-restraint and channel appetites within reasonable bounds. Fasting allows people to learn self-control and self-discipline for the service of Allah. In addition, fasting enables increased identification with downtrodden members of the community who are undergoing similar deprivations.

5. To perform Pilgrimage (Hajj) to Makkah at least once in a lifetime (if one is financially and physically able). The Pilgrimage is an ancient practice to visit the Ka’bah, the first House of Divine Worship which was appointed for humanity by Allah. The Hajj is a struggle against personal whims because Muslims must leave all of their cherished possessions behind (family, wealth, home conveniences, etc.). The Pilgrimage demonstrates the universality that is inherent in the social life of all people (builds collective mindset to work and solve social problems) by joining travelers from all over the world with various racial, ethnic, cultural, economic, social, political, and national backgrounds. Al-Islam, however, also condemns the notion that all races and nations should assimilate into one; instead, people with different traits and characteristics should be cherished as natural diversity. Thus, the Hajj causes people to unite and accept each other around the deeper and more essential bonds in the universal community of Al-Islam.

The Concept of Jihad and Social Change

The faith and practices in Al-Islam compose the framework for a Muslim lifestyle that is implemented through the concept of Jihad. Jihad, in the linguistic sense, means to use or exert one’s utmost efforts in contending with a personal, social, or spiritual object that is Haram (forbidden) in Al-Islam. From an Islamic perspective, Jihad obligates Muslims to take an active role in confronting and conquering any personal, social, or religious barriers that may impede their quest toward propagating the faith and systems of Al-Islam.

The principle of Jihad is also consistent with the notion of social change for humanity. The faith and practices in Al-Islam are founded on a total and unconditional obligation to Allah, The One and Only God. Since Al-Islam forbids any "double standard," the religion ordains that Muslims cannot preserve certain standards of morality while simultaneously denying those same standards to other people (Muhammad, 1982). Consequently, Al-Islam denounces racism, sexism, discrimination, color-consciousness, domination, oppression, or any other forms of injustice toward any individual or group. Thus, Al-Islam provides a compulsory framework for Muslims to strive for social change that will improve the condition of all people.

Historic Impact of Al-Islam

The perspectives on justice in Al-Islam have enabled the religion to play a major role in social reformation throughout history. After its establishment in Arabia, Al-Islam dramatically changed Arabia into one of the most productive and advanced civilizations of its era (Muhammad, 1982). Although pre-Islam Arabs had a polytheistic society that had widespread idol worship, spiritual corruption, and chronic oppression, their conversion to Al-Islam shifted their focus from material existence to spiritual development through a belief in Allah, The One God, and a belief in the Hereafter. Muslims’ meticulous study and implementation of the religion allowed Arab society to rectify its infrastructure, including the abolition of liquor, gambling, slavery, prostitution, superstition, discrimination, and all forms of self-indulgence.

With these changes, the Islamic civilization in Arabia assumed a vanguard position in the realm of social enlightenment and development. Their commitment to piety and knowledge became a catalyst for significant contributions to the fields of science, culture, religion, and other phases.
of life. In addition, Arab contributions spread to Europe and influenced the great revival of arts and sciences on that continent which became known as the Great Renaissance. Modern Arab culture has encountered numerous social problems, and the abuses of individual rights perpetrated by many Arab states are divergent from the true practice of Al-Islam. Thus, it is important to recognize the enriching and uplifting elements of Al-Islam that could help achieve fundamental improvements during periods of social inequity.

Implications for Social Change
Religions such as Al-Islam might suggest innovative methods of promoting spiritual principles that build internal values and enable harmonious relations among all members of the community. The field of community psychology might reap conceptual and practical benefits from addressing the role of religion in social change. Field research would help evaluate the effects of religion on individual behavior and community settings. Some community advocates have utilized religious components in various projects, including:

1. training community workers for social development in foreign countries, such as Kenya, Zimbabwe, Nigeria, and India (Hope & Timmel, 1985);
2. providing religious leaders (e.g., clergy) with information and resources regarding self-help groups to make referrals that address the needs of their constituents (Jason et al., 1988);
3. assisting religious institutions to strengthen their social support systems to improve services in their communities (Jason & Lattimore, 1990);
4. outlining the role of religion in preventing significant personal and social problems among the individual congregation members and the larger community and society (Maton & Pargament, 1987);
5. advocating religious perspectives, concepts, and factors in the prevention of illness and promotion of health (Payne, Bergin, Bielema, & Jenkins, 1991; Levin & Vanderpool, 1991; Hathaway & Pargament, 1991; Spilka & Bridges, 1991; Roberts, 1991); and
6. promoting humane values in public school settings as a means of improving the traditional educational process (Purpel, 1989).

These religious-oriented interventions and values might enable community psychologists to expand on their traditional approaches and develop innovative strategies for social interventions.

In addition to capitalizing on the theoretical implications of religious models, community psychologists can also learn from the practical applications of these religious approaches to social problems. For example, many American penal institutions provide inmates only with deplorable living conditions and inadequate rehabilitation programs. Yet several Muslim groups have been using their spiritual influence since the 1930s and transform many "incorrigible" inmates during their incarceration, and these groups have also reduced recidivism rates by facilitating the transition of parolees into mainstream society through a communal support system that offers group acceptance, skills training, and employment opportunities (Abu-Talha, 1991).

Several Muslim groups have also organized and implemented community programs to combat the influence of gangs and drugs on inner-city populations. Despite many of their workers lacking a "formal education," these Muslim groups have developed, organized, and administered social programs that have begun to resolve acute problems in various settings. Moreover, these Muslim organizations have created an autonomous structure of community support for financing their projects; this feat is a critical lesson for community psychologists whose advocacy efforts have been constrained by unpredictable funding.

Conclusion
Current models of social change have rarely attempted to synthesize the essential concepts of instilling new value orientations and of reforming public conditions into a unified model of community development. The religion of Al-Islam, however, presents one example for community psychology to integrate the spiritual principles of internal and external transformation into a cohesive approach to social change. Al-Islam is a religion whose principles and beliefs can inspire social reform. Furthermore, community psychology might profit from studying the theories, concepts, and principles of Al-Islam and other religions with their associated interventions. By disseminating information on the current efforts of social advocates who have effectively implemented religion into their efforts, community psychology can play a greater role in combating contemporary social crises.

References
Dissertation Award:
Community Psychology Dissertation of the Year

The Society for Community Research and Action (Division 27) is pleased to announce an open competition for its annual dissertation award. The purpose is to identify the best dissertation on a topic in the field of community psychology completed between September 1, 1990, and August 31, 1991. The completion date for the dissertation refers to the date of acceptance of the dissertation by the granting university’s designate officer (e.g., the registrar of the graduate office). Completion does not mean graduation date.

Criteria for the award include:
1. relevance to community psychology, with particular emphasis on important and emerging trends in the field.
2. scholarly excellence
3. innovation and implications for theory, research and action
4. methodological appropriateness

The winner will receive a prize of $200 and membership in the Society. The award will be announced during the Annual Convention of the American Psychological Association in Washington, DC in August 1992.

Materials required: You may nominate yourself or be nominated by a member of SCRA. The cover letter should include your name, address, phone and Fax number if available, and your institutional affiliation. Identifying information should be omitted from the abstract. Your abstract should represent a statement of the problems, methods, findings, and conclusions. No abstract may exceed ten double-spaced pages, including tables and figures. Abstracts typically range from 3-8 pages. Submissions will be accepted in English or Spanish.

Evaluation process: The dissertation award committee will review all abstracts submitted by the deadline. Finalists will be chosen and asked to submit three copies of their entire dissertation. (We may ask finalists whose dissertations exceed 150 pages to send selected chapters instead.) These will be reviewed by the committee which will choose a winner.

Submit your cover letter and six copies of the dissertation abstract to:
Irma Serrano-Garcia, Taylor I-23A Parkville, Guaynabo, PR 00969, FAX (809) 863-5599

Deadline for Submission (Postmarked): December 1, 1991

Dissertation Award Committee:
Irma Serrano-Garcia, Univ. of Puerto Rico
Kenneth Maton, Univ. of Maryland-Baltimore
TBA

The Henry V. McNeill Award

Nominations for the Henry V. McNeill Award are being sought by the American Psychological Foundation and the American Psychological Association, Division of Community Psychology. The purpose of the award is to support and encourage innovation in the field of community mental health and to encourage active participation by the local community in creating such innovation.

Individual practitioners, neighborhood organizations and community mental health centers are eligible for this $500 award. The criteria to be used in judging applicants are:
1. Development of innovative practice in community mental health services.
2. Evidence of stimulating participation in local community activities.
3. Transfer of expertise to the community.

Nominations may be made by members or fellows of the American Psychological Association who are responsible for providing the following documentation of innovative practice:
1. Four letters of support.
2. Written documentation or description of the innovation.
3. A copy of the curriculum vita or resume of the individual or a brief description of the organizational unit.

Deadline: February 1, 1992
For more information and/or to send nominations contact:
Carolyn Swift
1102 Hilltop Drive
Lawrence, KS 66044
Still "Bridging" After All These Years: Outgoing National Coordinator's Report
Anne Mulvey

At the human diversity conference held at the University of Maryland a few years ago, I first heard the term "bridge person," (Garnets, 1988). Linda Garnets' metaphor for those of us who bring people and groups together across differences captured much of my own personal and professional experience. I think it also represents much of my own personal and professional experience. I think it also represents a very important role for community psychologists generally. The Community Research and Action Regional Coordination Network is a vibrant, positive example of the Society's commitment to "bridging people." With our system, the bridge expands across distances as well as differences. I have just completed six years of "bridging," first as regional and now as national coordinator. I step off one end of the bridge as Jim Emshoff and others are crossing from the other. I want to welcome Jim and the new Regional Coordinators (RCs). As Jim begins as National Coordinator, I hope I've left some guideposts and sustenance along the trail. And I know that Jim will have many strong and creative "kindred briders" as I did.

Regional Highlights

Northeast Region. The Eighth Annual Northeast Regional Community Psychology Conference was held October 26 & 26 in New Britain, CT. It was hosted by Central Connecticut State University and the theme was "Empowerment: Theory and Practice."

Southeast Region. The Eighth Annual Southeast Eco-Community Meeting was held September 28-29 at Johns Island, South Carolina, hosted by the Department of Psychology, University of South Carolina.

The Southeast Regional also sponsored a full day Community Psychology program at SEPA in New Orleans. The program featured panels on behavioral community psychology, children and family policy and AIDS. Dr. Charles D. Johnson, Director of the Public Policy Resources Laboratory at Texas A&M was the keynote speaker.

Rocky Mountain. The Rocky Mountain region is running smoothly these days. The RCs there took advantage of the Biennial at Arizona State University to organize a networking meeting for members. Doug Perkins thinks the Biennial may be the first community psychology conference held in this region. Does anyone know (Manuel... Alex... Christine...)? This marks the second year in a row that there has been a full and active complement of RCs in the Rocky Mountain area. Great work, Doug and Jan!

Western Region. Having APA in San Francisco provided some networking and recruiting opportunities for the Western Region and the possibility of more activities and another RC there. Having been inactive for a few years, the Western Region now has two new RCs. Welcome to Vivian Brown and Beth Howard-Pitney!

Latin America. A newsletter was sent out to members in August. A seminar or mini-conference is being planned for late November. Luis Calderon-Mendez welcomes help with recruiting new members.

International Regions. The first International Network for Community Research and Action Directory was completed in time for APA. It can be purchased from Paul Torro for $5.00 (Dept of Psychology, SUNY, Buffalo, NY). Much networking also went on at the Biennial where Paul chaired an International Interest Group meeting that was very well attended. Fabrizio Balcazar and Yolanda Suarez-Balcazar are following up on ideas to encourage increased presentation of international and cross-cultural work at future biennial conferences using a model that worked successfully with another organization. Several countries were represented at the Biennial meeting. There seems to be broad support for expanding this work. Brinton Lykes' featured talk about her international, multidisciplinary action research in Central America also sparked a great deal of interest and networking.

Goodbye and Thanks
Since I began this report, I happened to see Ed Trickett, Rod Watts, and Dina Berman's paper, "Human Diversity and Community Psychology: Still Hazy After All These Years" (really, I had my title first!). And, though it is still hazy after all these years, it is also crystal clear that informal opportunities for sharing professional work and personal selves in face to face and local networks are essential if we are to fully include new individuals and groups in this Society.

So...I would like to give hearty thanks to the regional coordinators who have completed three years of service to the Society. Kudos and good-bye (only as RCs!) to Jack Tebes, Northeast region; Jeanne Rhodes, Midwest; Jennifer Kelly, Southwest; Virginia Shipman, Rocky Mountain; and Jeff Mayer, Southeast (Jeff completed two years, but is moving out of the region). Thank you to Lori Ferris who has had a dual role this year as RC for Canada and as Community Psychology section chair of the Canadian Psychological Association. And a special thanks to Jeanne Hernandez who has completed three years as Southeast RC and has offered to serve in that role again since Jeff is leaving. The best part of the National Coordinator role for me was getting to know so many of you through our mutual work--face-to-face at Executive Committee meetings and conference, regionally and even globally. Thank you all.

I would like to end with excerpts from "All Day, Always," a song by Deirdre McCalla, an African-American feminist singer/songwriter who sounds like a community psychologist to me:

A perfect world we do not live in
This much we surely do know
The work ahead won't get easier
And we've a long way to go
But as we journey on this road
We will not despair
For we know we are not alone
And the load is shared

There is a reason we gather here
We know how far we have come
Widen the circle we must be sure
There's room for everyone...
# Division 27 Regional Coordinators: 1991-92

## National Coordinator

James Emshoff  
Department of Psychology  
Georgia State University  
Atlanta, GA 30303  
(404) 651-2029 (w)  
(404) 627-5761 (h)  
(404) 627-4843 (fax)

<table>
<thead>
<tr>
<th>Region</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
</table>
| Northeast       | Needs To Be Filled                              | Steve Godin  
Office of Prevention Services  
UMDNJ, 671 Hoes Lane  
Piscataway, NY 08855  
(201) 463-4109 | Andrea Solarz  
APA  
1200 17th Street NW  
Washington, DC 20036  
(202) 955-7653 (w)  
(703) 931-7211 (h) | |
| Southeast       | Carol Feis  
US General Accounting Office  
PEMD, Room 5729  
441 G. Street NW  
Washington, DC 20548  
(202)-275-1864 | Craig Brookins  
Department of Psychology  
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Raleigh, NC 27685-7801  
(314) 577-8682 | Jeanne T. Hernandez  
Department of Psychiatry  
Medical School Wing E334, UNC  
Chapel Hill, NC 27514-7160  
919-466-6812 (w)  
919-942-6560 (h) | |
| Midwest         | Tom Reischl  
Department of Psychology  
Michigan State University  
East Lansing, MI | Olga Reyes  
Department of Psychology (M/C 285)  
University of Illinois, Box 348  
Chicago, IL 60680  
(312) 413-2627 (w)  
(312) 342-2071 (h) | Barton Hirsch  
Anderson Hall  
Northwestern University  
Evanston, IL 60208  
312-491-4418 | |
| Southwest       | Needs To Be Filled                              | (replacing Sabine, who moved)  
Karen Basen-Engquist  
Department of Psychology  
4905 Imperial Street  
Bellaire, TX 77401 | Joy Schmitz  
University of Texas  
Mental Sciences Institute  
Houston, TX 77030  
713-794-1439 (w) | |
| Rocky Mountain  | Jean Hill  
Department of Behavioral Sciences  
New Mexico Highlands University  
Las Vegas, NM 87701  
(505) 454-3562 | Jan Beals  
NCA/ALANHR Box 249-17  
Univ. of CO, Health Science Center  
4200 E. 9th Avenue  
Denver, CO 80262  
(303) 270-4600 | Doug Perkins  
Family & Consumer Studies  
University of Utah  
244 Emery Building  
Salt Lake City, UT 84112  
(801) 581-6548 | |
| West            | Vivian Brown Prototypes  
West Sloawson Ave., Suite 200  
Culver City, CA 90230  
(213) 641-7795 | Beth Howard-Plukey  
Stanford Univ. School of Medicine  
SCRPD, 1000 Welch Road  
Palo Alto, CA 94304-1885  
(415) 723-0051 (w)  
(408) 252-8205 (h) | Needs To Be Filled | |
| International   | Canada  
Needs To Be Filled                             | South Pacific                                    | Western Europe                                   |
|                 |                                                 | David Thomas  
Department of Psychology  
University of Waikato  
Mailton, New Zealand  
001-64-71-62-889 | Wolfgang Stark  
Selbshilfzentrum  
Munchen, Auenstr. 31  
D-8000 Munchen 5  
West Germany | |
|                 |                                                 |                                                 | Turkey                                           |
|                 | Latin America                                  |                                                 | Gunduz Vassaf  
Calikus 11 | |
|                 | Luis Mendez Calderon  
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Street A, Apt 1-A  
Gueymabo, Puerto Rico 00657  
809-728-1515 x341  
809-782-6944 |                                                 | 1. Levent-Istanbul  
Turkey | |
|                 |                                                 | Max Abbot  
Mental Health Found. of N. Zealand  
P.O. Box 37-438, Parnell  
Auckland, New Zealand  
001-64-9-31-516 | |
Results from the Nationwide Survey: Are Community Psychology Students Getting What They Want from Division 27?

Bethany Brand, National Student Representative

The main objective of this report is to inform you of the results of the needs assessment of community psychology students across the country. The three-page survey was mailed to 35 community psychology program directors with the request that they distribute the survey to students in their program. Student representatives at each program were also sent a survey and asked to encourage their program directors to distribute the survey. One hundred and five surveys were mailed back within three months. That was an excellent response given that only a proportion of students in each program received the survey from their Program Director and there are just over 300 student members in the Division. Because I do not know how many surveys each director actually copied and sent out, it is impossible to calculate the return rate. Nonetheless, the survey certainly reached a large group. One of my reasons for doing this survey was to educate students about the Division and its services, so I believe that goal was accomplished. Another reason for doing the survey was to ascertain what services students would like from the Division.

Demographics

Fifty-eight percent of the students who responded were members of Division 21. Eighty-one percent were female. Most were either first or second-year students and from the Northeast or Midwest. Very few students from the Southeast (3%) or Southwest (8%) completed the survey. The majority of respondents were Caucasian (88%), though African-American (4%), Latino (6%), and Asian (2%) students also completed the survey.

Reasons Students Joined The Division

The most common reasons for joining the Division were: to receive the Community Psychologist and AJCP (96%); to attend and/or receive information and discounts for the Biennial Conference (59%); to network with students (63%), faculty (56%), and practitioners/community activists/organizers (64%); to learn more about community-related employment opportunities (71%); to stay abreast of current work in community psychology (92%); and, finally, to feel more a part of the field of community psychology (72%).

Reasons which were fairly common for joining include: to attend/receive information and/or discounts at APA Conference (33%) and to learn more about community-related internships (46%) and post-doctoral positions (33%). The least common reasons for joining were: to attend Regional Psychology conferences (8%), and to vote for student representatives (5%); and to participate in interest groups within the Division (10%).

Services Students Would Like From The Division

The majority of respondents would like to receive a directory of community-related internships across the country (70%); information about community employment opportunities (74%); and information about interest groups in the Division (72%). Twenty-four percent of the survey respondents said they had read the Jobline column in the Community Psychologist, but most of those commented that the information was too old and infrequently published to be beneficial.

What Price is Too High For Student Membership?

Students felt that the following prices were too high that they would not renew their membership in the Division: anything higher than $15 was too high for 20% of the students, $20 was too high for 36%, $25 for 64%, and $30 for 82%. (The preceding percentages were cumulative percentages.)

Students Who Had Not Received Division Publications Despite Having Paid The Fee

Seventeen students (16%) complained that, though they had paid their membership fee, they had yet to receive anything from the Division. A few had eventually received a notice that it was time to renew their membership, even though they had never received any of the publications! The degree of frustration was notable. I distributed a list of these 17 students to the membership chairpersons. There are many reasons for membership problems varying from Plenum moving its warehouse, and therefore fouling up the publication timetable, to a computer error which resulted in the deletion of the names and addresses of recently added Division members. As a result of the many complaints, the Executive Committee decided at APA that these students will be immediately put on the mailing list and sent journals. However, given the lag time at Plenum, the publisher of the American Journal of Community Psychology, and the slowness of third class mail, it will still be some time before students receive the publications. The Committee also voted to put more emphasis on the membership chair position by adding membership responsibilities to the Treasurer's position. In turn, the secretarial responsibilities of the Treasurer will be shifted over to a newly created secretarial position. Hopefully these actions will prevent future membership problems. The Executive Committee is very apologetic for the long delay some of you have experienced. Please contact either of the Student Representatives if you continue to have problems this fall.

To What Other APA Divisions Do Students Belong?

Only ten percent of the student members in Division 27 reported belonging to another division of APA. Three belonged to the division of Clinical Psychology. The following divisions each had one or two student members: SPSSI, Graduate Students, Women, General Psychology, Aging, Gay & Lesbian, and Child Clinical.

Do Students Think of Themselves as Community Psychologists?

Fifty-nine percent of the respondents think of themselves as community psychologists. Many of those who do not think of themselves as such reported that they are still becoming a part of the field, thus, they felt more aligned with terms such as "aspiring community psychologist." If you recall that a large majority of the respondents joined the Division to keep abreast of work in the field and to learn about career oppor-
opportunities in community psychology, it seems clear that students are very interested in this area. A few students reported that they thought of themselves as community and/or social activists/organizers; social change agents; ecological psychologists; counselors or clinical psychologists; and clinical/community psychologists.

Voting Privileges

Many students did not feel they knew enough about this issue, but of the students who did give an opinion 47% were not supportive of students gaining full voting privileges in the Division if it meant that they would lose their representation on the Executive Committee. Therefore, the majority of students (53%) supported students having full voting privileges. Many students were irritated that, in a Division espousing concepts such as empowerment, students (who, they felt, were among the least empowered within the Division) would have to settle for either full voting privileges OR two representatives. Given that students are numerous but less powerful by merit of their status, these students felt that they should have BOTH full voting privileges and two Student Reps.

Ways in Which Students Would Like to Become More Involved

Many students sought greater involvement within the Interest Groups in the Division. I have distributed mailing lists to each interest group chair of students who would like to become more involved within their group. The following percentages of students were "very interested" in becoming involved in these groups: 32% in the Women's group; 27% in the Social Policy group; 23% in the Ethnic/Minorities group; 20% in the International group; 14% in the Applied Settings group; 12% in the Self-help group; 9% in the Rural Psychology group; and 8% in the Aging group.

In addition to the Interest Groups, students were interested in becoming involved in the following capacities: student representative for their program (8%); planning the Biennial conference (6%); planning APA (2%); being a regional Student Coordinator (3%); working on the E.C. Nominations Committee (1%); and working on the Membership Committee (1%). If opportunities arise to become involved in any of these activities, interested students will be contacted.

Hopeful Career Activities in the Future

When asked what they hoped to be doing ten years in the future, students were most interested in doing teaching, research, and applied community work, followed by psychotherapy, administration, and "other" work.

Thanks goes to Scot McNary from the University of Maryland for his assistance with the analysis of this data.

I would like to thank everyone who participated in the survey. The results of the survey have and will continue to guide the Division's efforts to be responsive to students. One of the ways of responding to students' requests is the proposed creation of a directory of community internships across the country. The internship directory will become a reality if students (and faculty, Executive Committee members, psychologists in the community who are aware of internships, etc.) respond with sufficient information to merit publishing. (Please note that "internship" is not meant to signify only clinical/community APA-approved internships. Students need to know about a variety of community-related training opportunities.) Every single community-related internship site could be useful, so please send in the following information to me. If the response is good, the results will be published in a future edition of the Community Psychologist (probably a year from now).

Internship Information

Site address and phone number:
Contact person:
Areas in which community-related training is available:
Is the internship APA-approved?
What, if any, is the stipend?
What population(s) is served?

Mail to: Bethany Brand, Department of Psychology, University of Maryland, College Park, MD 20742.

Site Sought for 1993 Biennial Conference

For the past years our Society has been enriched and activated by the celebration of three biennial conferences. A major ingredient in their success has been the excellent locations in which these have taken place. The Planning Committee for the 1993 Biennial Conference on Community Research and Action is soliciting names of potential sites for the meeting. Ideally the site should be on, or near, a campus facility with dormitory-style housing and conference center facilities comparable to what we have enjoyed on previous occasions. A weekend in early to mid-June is preferred. If you have site recommendations or are interested in hosting the conference, please contact by December 1st, 1991:

Irma Serrano-Garcia (809) 789-2188
FAX (809) 763-5599

35
The "Weissberg Secretary-Treasurer Era" (August 1988 through August 1991) is coming to an end!! My final column as Secretary-Treasurer has three key purposes: (a) to discuss the current financial status of the Society; (b) to highlight the major accomplishments and changes related to the Secretary-Treasurer position that have taken place during the last three years; and (c) to describe a bylaws change, approved at the Society's recent Business Meeting at APA, that separates the Secretary-Treasurer position into two positions (i.e., a Secretary and a Treasurer), effective August 1992.

The Current Financial Status of the Society

The current financial status of the Society is excellent! When I became Secretary-Treasurer in 1988, my rallying cry was "Read my Lips! No dues increases!! The Society's cash reserve now is considerably higher than it was in 1988. This is due, in large part, to the excellent planning of the Executive Committee, the financial conservatism of the Secretary-Treasurer (!), and the resourceful efforts of many Society members who found creative and inexpensive ways to conduct many Society activities.

The bottom-line is that we have not had to raise our dues during the past few years, and it is likely that the Society can continue to thrive for a few more years without a dues increase. The key factor that will ensure the Society's future financial stability involves successful membership retention and recruitment. My thanks and congratulations to Cathy Stein (Membership Co-chair for Recruitment) and to Manuel Barrera and the Biennial Conference Planning Group at Arizona State University who have worked tirelessly to encourage many professionals and students to join the Society.

Currently, the Society has approximately $83,000 in its New Haven bank account. After we pay for all of our 1991 expenses, the Society should finish the 1991 fiscal year with a cash reserve of more than $60,000. I prepared a detailed account of all 1991 Society income, allocations, and expenditures for the APA Executive Committee Meeting, and would be happy to share this report with any interested Society members.

Most Important Secretary-Treasurer Accomplishments since 1988:

1. The Society was granted tax-exempt status in 1988, and we have filed our income taxes—on time—with the Internal Revenue Service for fiscal years 1988, 1989, and 1990.

2. The Society withdrew the bulk of its assets ($40,206.86) from a non-interest generating account controlled by APA in February 1989. Since withdrawing the funds, the Society has generated almost $15,000 in interest from our cash reserve that was deposited in a New Haven savings bank.

3. The Society's finances are now organized on Lotus 1-2-3 so that it is easy to maintain a current perspective on all Society allocations, income, and expenditures. Furthermore, it is now possible to reimburse Society members for their expenditures on the day the Secretary-Treasurer receives their receipts. Prior to withdrawing our funds from APA, it took approximately one month for APA to reimburse Society members.

4. A Bylaws Change Separating the Secretary-Treasurer Position into Two Positions

At our Business Meeting on August 18, Society members voted in favor of a bylaw change separating the Secretary-Treasurer position into two positions—i.e., a Secretary and a Treasurer.

In recent years, as the Society has taken on more projects and activities (e.g., the Biennial Conference, tax-exempt status, withdrawing our money from APA, making AJCP a membership benefit), the responsibilities of the Secretary-Treasurer have expanded considerably. After reviewing the current job description of the Secretary-Treasurer and the needs of the Society, the Executive Committee recommended the following separation of responsibilities:

The Treasurer will focus primarily on financial and membership issues such as: paying all Society bills; doing financial planning for the Society; filing annual income taxes; chairing the Membership Committee: keeping track of registration of Society members, affiliates, and student members: and working closely with Ple-
From The Secretary

Patricia O'Connor

The cliche "You have big shoes to fill" has taken on new meaning for me, as I follow Roger Weissberg, former Secretary-Treasurer of the Society. Roger provides a model for how one should organize one's life and how responsive one should be in fulfilling the specifics of a task one has taken on. So this secretarial report to you begins with a general "Thank You" to Roger for a job exceptionally well done and a specific "Thank You" for handing over a set of smoothly organized tasks.

The annual Society business meeting at APA in San Francisco was chaired by now Past-President Beth Shinn. Three bylaws changes all unanimously recommended by the Executive Committee, were approved by the membership. The first changed the membership requirements for students in two ways. Undergraduates may now join as students and students may submit their applications for membership with any legitimate certification of their student status (student ID, endorsement of Society Fellow, Member or Affiliate, etc.). These changes are both more inclusive and less elitist in obtaining membership.

The second change is the splitting of the Secretary-Treasurer into two positions. Other than the obvious task assignments of Secretary as recorder, archivist and communicator and Treasurer as financier (paying bills, financial planning), the major change will be the assignment of keeping track of members, affiliates and student members. Previously afflities and students members have been handled separately from APA members with some resulting confusion. This responsibility will now be assigned to the Treasurer as a member of the Executive Committee.

The third change concerns the language regarding election of the National Coordinator. It has been the implied expectation in the bylaws that the National Coordinator would have previous experience as a Regional Coordinator. This change makes that expectation explicit.

The Committees on Ethnic and Minority Issues and on Women, the Interest Groups in Aging and in International Community Psychology, and the Council of Community Psychology all gave reports, which provide substantial evidence of the depth and breadth of activity by Society members.

The Student Representatives to the Executive Committee are developing an Internship Directory. If you have or know of interesting, community-based Internship Sites that might wish to be included, please contact Bethany Brand at U. of Maryland. Roger Weissberg reported that the Society currently has a balance of about $83,000, though incoming expenses will shrink that to about $60,000 by the end of 1991. Roger raised two issues/problems which the Society may need to consider: declining APA members and increasing costs (particularly associated with AJCP).

Beth ended her sterling year as President by giving special thanks to other departing Executive Committee members: Jean Ann Linney as Past President for an extra year, Roger Weissberg as Secretary-Treasurer, Meg bond as APA Program Chair, Ira Isscoe as Interim APA Council Rep. Beth also expressed thanks to others departing from particularly active roles in the Society: Joe Galano and John Morgan as editors of The Community Psychologist, Tom Wolff as Chair of the McNeil Award, and Tom and Bruce Rapkin as Chairs of Interest Groups, and to the Arizona State Biennial Committee (Manuel Barrera, Sharlene Wolchik, Irwin Sandler and Alex Zautra).

Lonnie Snowden, incoming President, set an enthusiastic agenda for the year and we adjourned to (as usual) a delightful social hour!

Call for Nominations and Self-Nominations for Fellow Status in the Society for Community Research and Action.

Individuals are invited to nominate themselves or others for outstanding and unusual contributions or performance in community psychology. Nominations will be reviewed by the Fellowship Committee and selected nominees will be asked to submit a informational form, a statement, and a vita and to arrange for three letters of support from current fellows. These materials are reviewed by the Fellowship Committee and, if approved, forwarded to the American Psychological Association Fellowship Committee. In the past, fellows have been required to be APA members. This year, the Executive Committee has directed the Fellowship Committee to develop procedures for election to Fellow Status in the Society for Community Research and Action independent of APA membership. If procedures are approved by both the Executive Committee and the Membership, it may be possible to induct non-APA members as SCRA Fellows for the first time this August. Because their contributions are sometimes overlooked, nominations and self-nominations of women, members of ethnic minorities, and people working in applied settings are especially welcome. Nominations must be received by January 15, and all materials must be received by April 1. Please send nominations to:

Beth Shinn, Chair
Fellowship Committee
Psychology Department
New York University
6 Washington Place, Room 275
New York, NY 10003.
Report from Council

John Moritsugu

The summer meeting of the APA Council dealt with several issues related to public policy and to APA governance. The four public policy issues of particular interest were:

1) a plan to cease Department of Defense advertisements after December, 1992, with a disclaimer on their advertising until that time;

2) a position against the results of the "Rust versus Sullivan" ruling that allow the Federal government to impose a "gag rule" on professionals counseling expectant mothers regarding their options (this position parallels recent ABA and AMA positions);

3) a resolution stating that alcohol and drug abuse is a public health issue and punitive criminal actions against pregnant women with such issues is not addressing the real needs of treatment;

4) policies in regard to legal liability over HIV confidentiality and the inappropriateness of neurological screenings in cases of HIV positives.

The governance actions that council engaged in were:

1) changes to accommodate the new Board of Educational Affairs (it has been adopted following over 90% approval of those APA members voting);

2) a new structure and membership to the Committee on Accreditation (it is now a 21 member committee);

3) a ten dollar increase in APA dues starting in 1992 and each of the following two years matched by a successive journal credits of the same amount during these years. Held over for the February meeting of Council was the new APA Ethical Guidelines draft.

I must admit that my first meeting of Council presented me with a lot of new information to process. The Council's orientation program, the presence of friends and mentors on Council, and several networks and caucuses helped to sort and organize the experience for me. I or the division hold membership in four caucuses: Academic, Scientific and Applied Psychology; Public Interest; Women; and Ethnic Minorities.

Since the caucus meetings are usually held concurrently, attendance at all of these has been difficult, but I have been able to sit in on portions of all of them. I would hope to continue to be an active member in some of these over the next three years. If members of the division have interest in any of the issues coming before the Council, please do contact me to let me know of your thoughts.

Rural Agenda Becoming Heavier

Scott Hargrove

Activity concerning rural community psychology is heightening as Congress expresses interest in the well-being of rural communities and people across the country. Accordingly, there was considerable discussion of rural issues at the recent convention of the American Psychological Association in San Francisco.

This convention of APA saw the realization of the dreams of many of the people who have advocated on behalf of rural issues for a long time. After years of regionally-based interest group meetings in Divisions 12 and 27, issues of rural community psychology began to pervade the work of other divisions. Several divisions addressed rural concerns from the vantage points of their expertise and interest and the NIMH-focused meetings were quite sensitive to rural communities. The strategy of trying to interest psychologists from many perspectives in rural matters instead of organizing a "Division of Rural Psychology" appears to be working.

Psychologists who identify with school, clinical, counseling, population and environment, industrial/organizational, mental retardation and developmental disabilities, religious concerns, and others apart from the formal perspective of Community Psychology, were talking about rural issues at the convention. There were several presentations and caucuses at which these conversations took place. It seems to be clear that NIMH prioritization of rural issues along with Congress' increased attention has heightened interest within the APA.

It is important that those of us with rural interests in Division 27 come together during this year, in preparation for the centennial celebration in 1992. I am updating the mailing list of the interest group and would appreciate your sending me your address and telephone number. The purpose of this is to increase the amount of communication within the interest group and to encourage its expansion. Please send it to:

Scotty Hargrove
Department of Psychology
University of Mississippi
University, MS 38677
Who in an Applied Community Psychologist Anyway?

Tom Wolff, Applied Settings Interest Group

It seems that every Biennial I end up in lengthy discussions with a variety of people from a variety of perspectives as to what is an applied community psychologist. In order to set the record straight, I am placing below the full range of definitions I have heard. I welcome your additions. If I receive enough additional definitions, I will publish a new version of this next year.

Definition of an Applied Community Psychologist

1. A myth. Community Psychology is indeed a field of research and teaching, but there are no applied community psychologists.

2. Any community psychologists who works in an applied setting. This defined the field by where community psychologists work, regardless of what they do in that setting.

3. Anyone who applies the principles of community psychology through actual intervention. This allows for the broadest definition and can include natural helpers, school personnel, city personnel, human service personnel, etc.

4. Anyone trained in community psychology who applies these principles at the community level. This limits the definition of community psychology to work focused on "community." Since "community" has always been a part of the name of the Division and Society it is a clear and logical step to take. However, it should be noted that a large amount of the work in the field of community psychology focuses on individuals. Many academics and practitioners would be excluded if we limited the focus to "community."

5. Anyone listed in the directory of applied community psychology. This is the most concrete definition since people came forth and were actually labeled as community psychologists and were willing to have that said about them in public. This is the only known public listing of such individuals.

6. Any members of Division 27/The Society for Community Research and Action. Sometimes this sounds like it must be a definition, because when I have been outspoken in my criticism of the field as being all academic and not applied, all the academics in the room come up to me and quietly say "No, no, no, I really do applied work on the side." Thus one definition may be by membership in the Society.

7. Any masters level community psychologist who applies the principles of community psychology to actual interventions in communities. The master's level community psychologists seem to indeed be the real applied community psychologists. However ironically, since they are masters level, in the new world of licensing, they are unable to call themselves psychologists. This may be the most important phenomena in defining applied community psychologist, since many of those with masters and even doctorates don't call themselves community psychologists in their work settings. What does that say about the field? Why do we so often find that genuine applied community psychologists can't publicly label themselves that way?

Definitions of Applied Community Psychologists in Academic Settings

1. Any academic community psychologist who applies his or her work.

2. Any academic community psychologist who applies his or her work, and declares that work to be part of their role as community psychologist. Most academic community psychologists I've met do a fair amount of community work, they do it on the side as citizen/volunteers, and seem to declare it as part of their professional role - thus further robbing their students of applied role models.

3. First year graduate students. The more I talked to students at the biennial it seems that in the earlier years many see themselves as committed to becoming applied community psychologists. Interestingly, by their third, fourth, or fifth years, the majority of them want to go on to become academics.

Any additional definitions are welcome. Write: Tom Wolff, 24 South Prospect Street, Amherst, MA 01002.

New Contributing Editors Sought

Two of The Community Psychologist's outstanding contributing editors are relinquishing their posts after several years of excellent service. Bill Berkowitz has edited a superb Community Action column, and Stevan Hobfoll has improved and expanded the Book Review section so that it is now a real showpiece for the publication. His current collaborator, Sarah Chisolm, will also be leaving.

Both of these columns were significant contributions to the membership of the Society and will be greatly missed. It is crucial that we find new editors who can continue the fine work of Bill, Stevan, and his collaborators. Now is your chance to serve your colleagues and the field, and perform a professionally satisfying task. Volunteer now by contacting Sharlene Wolchik, Psychology Department, Arizona State University, Tempe, AZ 85287.
Comments From The Canadian Psychological Association (CPA) Section on Community Psychology

Lorraine E. Ferris, Ph.D.1 and Denise Squire, M.A.2

Although the Canadian Psychological Association (CPA) was organized in 1939, it was not until 1980 that Community psychology applied for, and received, Section status within that organization. Since its conception, there have been various provincial and federal government reports and discussion documents that reflect some views of community psychology. For example, Canada has issued many documents that promote the ecological view of health and the importance of community participation in the identification and delivery of services (see for example, Canadian Public Health Association, 1986a, 1986b; Health and Welfare Canada, 1986; Ontario Ministry of Health, 1987/June, 1987/August). Other documents have indicated the need for community-focused services to be culturally and geographically relevant and for these services to strengthen natural support systems (see for example, Ontario Ministry of Health, 1988; Mental Health Working Group, 1983). We have other government documents that emphasize social support, self-help and social action in health programs (see for example, Health and Welfare Canada, 1986). Members of the Section on Community Psychology of the Canadian Psychological Association (CPA) view these reports as integral in facilitating a political and social environment that promotes their practice and increases the impact that they may have on the health and well-being of Canadians.

Although there is excitement for the future of Canadian community psychology because of this political and social environment, the Section on Community Psychology is addressing some of its concerns about meeting these challenges. The first concern is that there are few Canadian universities offering programs in community psychology. In 1990, the Section examined the number of graduate psychology programs that provide training or exposure to the community perspective and found that only eleven Canadian university psychology departments offered students training or exposure to community psychology. This eleven is down from the twenty reported by Nelson & Tefft (1982). Yet, the establishment of the first Ph.D. program with a focus on community psychology has occurred since 1982 (University of Toronto/Ontario Institute for Studies in Education). Still, if there are increases in the demand for psychologists trained in community, we may potentially encounter a shortage of practitioners and scientists. A second concern is that although two of these eleven programs are offered in French there is a limited amount of cross-cultural cooperation between Francophone and Anglophone community psychologists. Walsh (1988) found that these two groups do not typically attend each other’s professional meetings nor read each other’s literature. Sadly, the ignorance of both groups in understanding each other’s practices has lead to discord. For example, there is a misconception that Francophone community psychologists are more analogous to European than to American psychologists (Walsh, 1988). Interestingly, the term community psychology does not even exist in France, a country that shares the Parisian dialect with our Francophone population. In fact, Canadian community psychologists, despite language, are greatly influenced by American community psychology. If we are to meet the new challenges, Anglophone and Francophone community psychologists must perceive more commonality and coordinate their efforts and their practices.

Each concern identified above has specific ramifications for the Section on Community Psychology. First, with fewer Canadian programs in community psychology we will have fewer members in the Section. Since its conception, the Section has continued to have approximately 100 members. If we are not training as many community psychologists as we had previously, this number will decrease with time because of retirements and relocations. Moreover, research has shown that those qualified at the M.A. level have a tendency to affiliate and identify with organizations other than CPA while their Ph.D. colleagues are more likely to be involved in CPA (Walsh, 1988). But, it will be the M.A. level community psychologist who will provide the critical mass required to address the political and social challenges within Canada. It is important that these practitioners have a collective forum that will represent their interests and promote their practice. The CPA is striving to become this forum. The Section will need to increase their recruitment practices to target community psychology students and M.A. practitioners. Recruitment of Ph.D. community psychologists will continue to be important. The Section also will need to address how to recruit M.A. and Ph.D. psychologists who are trained in other subdisciplines but who have been exposed to the community perspective during their education. This group of sensitized psychologists will offer new perspectives and strategies for the practice of community psychology and could presumably influence the practice of their subdiscipline. Targeted recruitment and increased opportunity for involvement in the Section from current members are two important activities for the Section. Second, there has been limited involvement in the Section from French-speaking community psychologists. Unfortunately, the Executive Committee lacks representation from French-speaking members and receives little Francophone input concerning its status in promoting the development of the Section as a special interest area in psychology. The Section will need to attract and serve the interests of Francophone community psychologists as well as promote the participation of French-speaking prevailing members in the Section.

The Section on Community Psychology is an active segment in the Canadian Psychological Association. There is no doubt that the political and social environment in Canada is conducive to the practice of community psychology. The Section on Community Psychology has an important role in promoting unity, coherence, and identity among Canadian community psychologists and is striving to provide leadership in these directions.

References
Canadian Public Health Association (1986a). Promoting Health through Public Policy.
Call for Nominations for Editor of the American Journal of Community Psychology

The Publications Committee of the Society for Community Research and Action seeks nominations for an editor of AJCP to succeed Julian Rappaport for a five year term. The new editor will be selected no later than August 1992, and should be prepared to begin receiving manuscripts in January, 1993. Self nominations are welcome. The Publications Committee will begin to review nominations and solicit additional information from candidates this fall. Send nominations to:

Beth Shinn, Chair
Publications Committee
Psychology Department
New York University
6 Washington Place, Room 275
New York, NY 10003

APA's President-Elect

Frank Farley, a Fellow of Division 27, has been elected President-elect of APA. He will be the 101st President, inaugurating APA's second century. He is eager to receive Division 27 members' concerns and suggestions for the Association. His mailing address is:

University of Wisconsin
1025 West Johnson Street
Madison, WI 53706-1796

Development of Ethical Guidelines for Research & Intervention with Self-Help Groups

As research with self-help groups becomes more common place, the need is increasing for guidelines on working ethically with self-help groups. For this reason, we are proposing the development of a set of ethical guidelines for research and professional intervention with self-help groups. We plan to air for general discussion a preliminary version of these guidelines at the International Conference on Self-Help Groups to be held in Ottawa in fall of 1992. We would like to include the perspective of practitioners from diverse disciplines, those of members and leaders of self-help groups, and those of researchers. Please submit relevant material including already existing guidelines that are pertinent, stories relating to specific problems and possible solutions, and personal reflections. Contact:

Francine Lavoie
École de psychologie, Université Laval
Cité Universitaire, Québec
Québec, Canada G1K 7P4
Tel: 418-656-7496
Message: 418-656-5383
Fax: 418-656-3646
Bitnet: H387@MUSIC.ULAVAL.CA

Mellen Kennedy
Self Help Center
405 S. State Street
Champaign, IL 61801 USA
Tel: 217-367-8963
Bitnet: GROW@VMD.CSO.UIUC.EDU
Postdoctoral Fellowships in Health Psychology Research

The Doctoral Programs in Psychology at the Graduate School of the City University of New York announce the availability of postdoctoral fellowships in health psychology research. The aim of this interdisciplinary program is to train leading scholars in the application of theory and method from psychology and other social sciences to problems of health and illness. Trainees will work closely with one or more faculty mentors to develop a program of research and will participate in ongoing seminars. With NIMH support, trainees will receive a stipend, tuition, and funds for research and travel. Interested persons should submit a curriculum vita, a three-page statement of interests and possible match with program faculty, research papers, and three letters of reference. Application materials should be sent by March 1, 1992 to: Suzanne C. Ouettele Kobasa, Ph.D. or Tracey A. Revenso, Ph.D. Health Policy Training Program The Graduate School The City University of New York 33 West 42nd St. New York, NY 10036

Postdoctoral Research Fellowships in Cardiovascular Disease Prevention

The Stanford Center for Research in Disease Prevention, well known for its interdisciplinary approach to the prevention of chronic diseases at the community level, is seeking applicants for postdoctoral research fellowships beginning July 1992. Fellows gain direct research experience in cardiovascular disease epidemiology, community health education, applied health psychology and communication, behavioral medicine, nutrition, community-level intervention methods, research design, and biostatistics. Stanford University is committed to increasing representation of women and minorities in its fellowship programs and particularly encourages applications from such candidates. Appointments are for 2 or 3 years. Applications are due January 15, 1992. For information write: Stephen P. Fortmann, M.D. Center for Research in Disease Prevention Stanford University School of Medicine 1000 Welch Road Palo Alto, CA 94304-1885

Ethnic Minority Mentorship Award

Division 27 announces an open competition for its newly established annual Ethnic Minority Mentorship Award. The purpose of the award is to provide recognition for those who have made exemplary contributions to the mentorship of ethnic minority persons.

Mentorship may be provided in various respects and forms. It may entail serving as the Academic Advisor of ethnic minority graduate or undergraduate students; developing strategies to increase the acceptance and retention of ethnic minority students; involvement in efforts to recruit and retain ethnic minority faculty members; or providing opportunities for ethnic minority persons to become involved in positions of leadership within community-oriented research or intervention projects.

Criteria for the award include: (1) a history of commitment to the professional development of ethnic minorities involved in Community Research and Action; (2) Sensitivity towards and support of ethnic minority students and colleagues; and (3) A history of involvement in efforts to increase the representation of ethnic minority persons either in their own institutions, research programs, or within the Division.

Nomination Process and Deadline for Submission: Both self-nominations and nominations by students or colleagues will be accepted. Those submitting nominations should submit a statement of 150 to 350 words summarizing the contributions of the nominee to the mentorship of ethnic minority persons. In addition, the nominee should indicate the name and address of an additional reference (two if a self-nomination) who can speak to the contributions the nominee has made to the mentorship of ethnic minority persons. At least one reference must be from an ethnic minority person who was mentored.

The Committee for Ethnic Minority Issues will review all nominations submitted by the deadline. Statements from additional references will then be requested, and a final review of all materials will be made by the full committee. The award will be presented at the Centennial American Psychological Association meeting in Washington DC. Award Committee: Ana Marie Cauce, Thom L. Moore, Rod Watts.

Submit nominations to: Thom Moore, Department of Psychology, University of Illinois, 505 E. Green St. 3rd Floor, Champaign, IL 61821. Deadline for nominations is March 1, 1992.

Culturally-Anchored Methodology:

Methodology:

A special issue/section of the American Journal of Community Psychology

American Journal of Community Psychology will publish a special issue/section on "Culturally-anchored methodology." Community psychologists and other social scientists have argued that research methodology must be attuned to the unique aspects of culture in both basic and action research. In practice, however, research on non-mainstream cultures continues to be dominated by the use of traditional methodology at each phase of the research process.

The goal of this special issue/section is to highlight the development of innovative methodological approaches that are suited to the unique aspects of a culture. A manuscript may take the form of an empirical investigation, a comparative analysis of different methodologies, or a critical review. In each case, the manuscripts must go beyond the rhetoric of the field. A successful article should leave readers not only better informed, but armed with novel methods to address their research interests.

Culture and methodology are interpreted broadly. Culture may refer to a racial, ethnic, or religious group (e.g., Native-American, Mormons), individuals of a particular gender or sexual orientation, a population that lives, works, or "plays" in a particular setting or location (e.g., coal miners), or persons joined together by a common experience or policy (e.g., a mutual help organization, homeless families). Methodology includes, but is not limited to: issues of entry, research design, data collection strategies and methods, and qualitative and quantitative data analysis.

A two-page description of the proposed manuscript should be submitted to the Associate Editor for Methodology no later than December 16, 1991. All authors will be notified by February 3, 1992 whether the proposed manuscript is consistent with the goals of the special issue. Those invited to submit a completed manuscript will need to do so by September 1, 1992. All manuscripts will go through AJCP's peer review process. Address all correspondence regarding this special issue/section on Culturally-Anchored Methodology to: Edward Seidman, Ph.D., Associate Editor for Methodology, American Journal of Community Psychology, Center for Community Research and Action, Psychology Building, New York, NY 10003. FAX 212-995-4018.
THE SOCIETY FOR COMMUNITY RESEARCH AND ACTION: 
THE DIVISION OF COMMUNITY PSYCHOLOGY 

Membership Application and Renewal Form 

Benefits of Membership: 
* Participation in the Society 
* Subscriptions to: 
  The Community Psychologist 
  American Journal of Community Psychology 
* 20% off all Plenum books 
* Reduced rates at the Biennial & other Conferences 

Name: ____________________________

Preferred Mailing Address: ____________________________________________

APA Membership Status: Fellow Member Associate Student None 
Division 27 Application as: Member Affiliate Student 
Education (Highest Degree) (Date) (Institution) 
(Major Field of Study) (Minor Field of Study) 
Present Position: (Title) (Employer) 

Is this a renewal application? Yes ___ No ___

Enclose a check for $15.00 (for student) or $29.00 (for affiliate) payable to the Division of Community Psychology. Mail application to: Christina Mitchell, Chair, Membership Committee, Division 27, Department of Psychology, New York University, 6 Washington Place, 2nd Floor, New York, NY 10003.

Applicant Signature ____________________________ Date ____________________