

The

Community Psychologist

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***"Ideas to Action
Action to Ideas"***

**June 9-12, 1999
Yale University
New Haven, CT**

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APPLIED SETTINGS:
The Applied Settings interest group explores the roles and contributions of people working in applied community psychology settings
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pspeer@rci.rutgers.edu

CHILDREN AND YOUTH:
The Children and Youth interest group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development
Chair: Mark Aber, (217) 333-4999
maber@psych.uiuc.edu

COMMUNITY HEALTH:
The Community Health interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community
Chair: Randolph Potts, (508) 793-2596
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DISABILITIES:
The Disabilities interest group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action; and influences community psychologists' involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities
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RURAL:
The Rural interest group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching
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The Self-Help/Mutual Support interest group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help group and organizations
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melkenm@aol.com

STRESS AND COPING:
The Stress and Coping interest group aims to preserve the Society's ties to a historically important area of research and to facilitate communication among researchers in this area and with other community psychologists
Chair: Krys Kaniasty, (724) 357-5559
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UNDERGRADUATE AWARENESS:
The aim of this interest group is to promote awareness of community psychology among undergraduate students and to increase student involvement in community psychology
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The Community Psychologist

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Editor's Column

Greetings SCRA Community & Friends!

Shelly Harrell

California School of Professional Psychology,
Los Angeles

I am pleased and honored to have been selected as the Editor of *The Community Psychologist* and look forward to three years of creativity, community-building, and information sharing. I am quite enthusiastic about this endeavor and the opportunity to connect with many of you. I would like to thank Jean Ann Linney, our previous TCP Editor, for her assistance, guidance, and the vision of TCP that she shared. Because of the work of Jean Ann and Sharlene Wolchik (TCP Editor before Jean Ann) I have an excellent foundation from which to launch. My interest and willingness to put my name in the hat for TCP Editor was greatly influenced by Meg Bond's Presidential Initiatives. I would like to express my appreciation to Meg for putting diversity issues at the forefront of SCRA and stimulating greater dialogue in this area.

I am working on future TCP Special Feature Sections. My goal is for the TCP to reflect the diversity within SCRA, as well as the community research and action that happens outside of SCRA. I currently have plans for Special Features (and tentative SF Editors) on the following general topics:

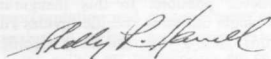
- * Gay, Lesbian, Bisexual, & Transgender Issues (April 1999; SF Editors-- Gary Harper & Marg Schneider)
- * Spirituality & Community (July 1999; SF Editor-- Randy Potts)
- * Oppression and Liberation (SF Editor-- Rod Watts)
- * Politics, Social Policy & Community Psychology (SF Editor-- Brian Smedley)
- * International Community Psychology (SF Editors-- Christopher Sonn & Ingrid Huygens)
- * Training and Mentorship in Community Research and Action (SF Editor TBD)
- * Culture, Socialization, and Identity (SF Editor TBD)

The APA President, Dick Suinn, has asked that all Divisional newsletters include a call for submissions in two areas: 1) cancer; and 2) ethnic issues. He wants to have them bound into resource volumes and encourages articles that include applications, principles, and guidelines that are written in ways to avoid being quickly outdated. I encourage the readership to consider submissions in these Presidential priority areas for the Winter (February), Spring (April), and Summer (July) 1999 TCP issues.

The Winter 1999 issue will include a Special Feature Section on "Cultural Competence in Community Research and Action". Submissions are invited in the following areas: 1) defining cultural competence in community research and action; 2) strategies, resources, and recommendations for integrating cultural issues in community psychology training; 3) personal stories related to the challenges of developing cultural competence; 4) multicultural collaboration and work in culturally-diverse groups and communities; and 5) examples of culturally competent practices. Please keep submissions short (less than 5 double-spaced pages) so that many perspectives, experiences, and approaches can be included. **Submission deadline is January 5, 1999.**

FYI... The Membership Directory will be published in Biennial years only (determined by the SCRA Executive committee). **Note the revised submission deadlines on the back cover of this issue.**

The current issue includes several excellent articles submitted during Jean Ann Linney's tenure as TCP Editor. I am glad to publish them in this issue. Enjoy!



Shelly P. Harrell
Editor

Congratulations 1998 SCRA Award Winners!

N. Dickon Reppucci

Distinguished Contributions to Theory & Research

Vivian Barnett-Brown

Distinguished Contributions to Practice

Ricardo Munoz & Maurice Elias

Ethnic Minority Mentorship Award

Michael J. Solomon

Best Dissertation

Lisa C. Blum

Emory L. Cowen Dissertation Award

Rhoda Baruch & Brian Flay

SCRA Fellows

Kathleen Nelson & Ann Marie O'Keefe

Best Student Posters at APA Convention

President's Column

SCRA Moving Out: Beyond the Disciplinary and Organizational Divides

Kenneth Maton

University of Maryland-Baltimore County

To enhance the public interest, we need to join with others. Although strongly committed to social innovation and transformation, and strong of heart and values, we are too few in number to do it alone. As individual community psychologists, and as a Society for Community Research and Action, our ideas and actions need to be influenced by and combined with those of other disciplines and organizations. The disciplinary and organizational divides between our field and other fields, and between ourselves and like-minded organizations, need to be bridged whenever possible. In this inaugural presidential column I single out three specific divides I'd like SCRA to cross this coming year, and three specific opportunities to do so. The three areas are social policy, cross-fertilization and linkages to other disciplines, and diversity. The specific opportunities for action presented are the division 27/37 policy initiative, the organizational representatives initiative, and the national multicultural summit. I will conclude by asking for your input in very specific ways to help guide SCRA's journey.

Social Policy

Over the years individual community psychologists have contributed meaningfully in the social policy area. A number have worked within APA in policy roles (e.g., as congressional fellows and as public policy staff). Eminent scholars in our discipline have served on national policy task forces, consulted to politicians and other key players in the national policy arena, and taken part in congressional hearings. The recent, high-profile advocacy work on the adolescent smoking legislation by Lenny Jason represents an exciting example of public interest influence by an individual SCRA member. Although less visible to the membership at large, others of us have influenced city, county, and state policy in our areas of expertise.

As an organization, however, SCRA faces the challenge of desiring greater activity and influence in the policy advocacy area, but lacking sufficient confidence, experience, clout, and unanimity of perspective for substantive impact in the policy arena. What can we do as an organization to cross the divide that separates our ecological terrain from that of the policy arena?

Tony Biglan, Chair of the Social Policy Committee, has proposed one SCRA approach—a collaboration with the

Society for Prevention Research focused on defining and disseminating empirically-based interventions in the parenting area. Policy statements offered by SCRA, including one on adolescent smoking currently under review by our Executive Committee, represents another approach. We provide financial support for the congressional briefings organized by the Consortium on Children, Families and Law. In addition, we have just begun a new, multi-year initiative: a policy advocacy collaboration between SCRA and Division 37 (Children, Youth and Family Services Division). I present this initiative in more detail below. The universe of alternatives for SCRA's work in the policy arena is large, and at the end of this column I ask you to contribute your vision and feedback in this area.

Advocating for Policies that Build on Strengths: Resilient Children, Youth, Families, and Communities Initiative

SCRA recently joined with Division 37 to develop a new advocacy initiative. Our goal is to devise a strengths-based, ecologically-focused approach to fostering resilience in children, youth, families, and communities. Such an approach offers an opportunity to strengthen, empower and mobilize families and other community settings that influence child and youth development. This three-year effort involves the leadership of both SCRA and Division 37, and is being carried out in conjunction with APA's Public Policy Office in order to increase the likelihood of having a substantive policy impact.

The goals for this initiative include first developing a policy-relevant knowledge base on resilience in children, youth, families, and communities, and subsequently advocating for policies to promote resilience. Activities for the first year of the initiative that are currently underway include: 1) developing a working group of academic and policy experts in resilience across individual, family, and community levels of analysis; 2) generating scholarly, state-of-the-art policy-relevant papers; and 3) holding a working conference (around the Biennial meeting) in order to seek input and feedback on the papers and policy implications generated.

The second and third year planned activities include the development of a research-based advocacy report under the guidance of the American Psychological Association in order to disseminate the report's findings in a format that will reach a broad audience, and the active promotion of specific policy recommendations at the national, state, and/or local levels. These advocacy efforts will build on collaborations with policy-oriented organizations and related groups. A critical challenge in this process will be deciding upon one or more legislative issues that are not only consistent with our overarching conceptual framework, but also specific enough to allow

constructive advocacy work.

Cross-fertilization and Linkages with Other Disciplines

Community psychology's terrain bridges psychology and the other social sciences. Over the years, our overarching paradigms (e.g., prevention, ecological model, empowerment) and research and intervention approaches have been positively influenced by paradigms and work in other disciplines (e.g., anthropology, public health, sociology, policy sciences, law, evaluation research, history). Similarly, our most successful community-based intervention and dissemination efforts have involved close collaboration with activists and workers from various disciplines, organizations, and like-minded professional groups. Many members of SCRA are also connected with other professional organizations and linked to other disciplines. In addition, some of our most innovative graduate training programs explicitly incorporate interdisciplinary perspectives and the involvement of other disciplines.

However, as an organization there has been little systematic effort to document and understand the nature of our relationships with other disciplines, or to deepen and extend them. Sustained attempts to enhance dialogue and initiate collaborations with allied organizations have been few in number. Cross-fertilization and coalition building, however, seem essential to enhance our conceptual paradigms, research models, and public interest influence. In the last few years, SCRA has increased the number of official liaisons to other groups, including several outside of psychology, which represents a step in the desired direction. Below, I describe one additional, specific opportunity for SCRA to cross the ecological divide and facilitate cross-disciplinary dialogue and collaboration. At the end of this column I ask that you share with me your vision of how SCRA should consider establishing and deepening its relationships with other disciplines and like-minded groups.

The Organizational Representatives Initiative

During the past three months, six representatives of diverse disciplinary organizations have been engaging in dialogue about our respective public interest goals, and considering areas of potential collaboration. The groups are the: 1) National Association for the Practice of Anthropology (section of American Anthropological Association); 2) Community Development Society, 3) Public Health Education Health Promotion Section of American Public Health Association, and Society for Public Health Education (one person representing both), 4) APA Division 45 (Psychological Study of Ethnic Minority Issues), 5) SPSSI (APA Division 9, Society for the Psychological Study of Social Issues), and 6) SCRA.

Our dialogue (via e-mail, phone, and an organizational leaders summit session at APA in San Francisco) has proven both enlightening and fascinating to

me, revealing areas of expertise, experience, and challenge within the other organizations that directly converge with many of SCRA's most important values and goals. From an initial list of fourteen possible areas for continued dialogue and possible collaboration, we are now exploring in depth the following four: 1) a joint endeavor to address the minority training pipeline problem in our various disciplines; 2) multiorganizational sponsorship of SCRA's community action research centers funding proposal; 3) multidisciplinary policy analysis and advocacy in a policy area of common interest; and 4) identification of the best community-based intervention practices in each of our disciplines. Our next, extremely challenging step in the upcoming months is to see if we can agree on a common goal, and then develop a feasible multi-organizational process through which we can begin working collectively to achieve it.

Diversity

Acceptance and celebration of ethnic and cultural differences, as well as working toward the full representation and empowerment of those discriminated against in society, are primary values of our discipline. These values are reflected in the content of our research publications and in our interventions. They are also evidenced by the progress that we have made over the years in increased gender and ethnic diversity in our Executive Committee and in, for instance, the editorial board of *The American Journal of Community Psychology*. Difficult dialogues about ethnic and gender issues have begun to emerge at our conferences. Meg Bond's SCRA presidential challenge to us for greater accountability in dealing with issues of diversity served to heighten our focus in this area. Our progress notwithstanding, many challenges remain for us in the diversity area. I ask you to share with me your views on how we can make further progress in this area at the end of this column. One exciting opportunity to explore these issues and to develop alliances that will further our diversity work is the upcoming National Multicultural Conference and Summit in Newport Beach, California.

The National Multicultural Conference and Summit

The 2-day National Multicultural Conference and Summit, scheduled for January, 1999, emerged from the desire to capitalize on the elections of the first Asian-American president of APA and five ethnic minority presidents of APA divisions. Attending and contributing to the conference and summit will be psychologists who have worked in the areas of race relations, diversity, and multiculturalism, and the leaders of many APA divisions. The four primary goals are: 1) presenting current issues in ethnic minority psychology; 2) facilitating difficult dialogues on race, gender, and sexual orientation; 3) forging multicultural alliances for political action and advocacy; and 4) developing strategies for multicultural organizational

change. The meeting is being hosted by APA Divisions 17 (Counseling Psychology), 35 (Psychology of Women), 45 (Psychological Study of Ethnic Minority Issues), and the MERIT Institute of the California School of Professional Psychology. It is co-sponsored by six APA divisions (e.g., SCRA, SPSSI, Division 44), three internal APA groups (e.g., Office of Ethnic Minority Affairs), American Express, and NIH.

A number of SCRA executive committee members will be in attendance, and we hope that we can build on the knowledge gained and alliances made to move SCRA forward in the multicultural diversity area. One challenge for us will be to forge concrete linkages with leaders of allied divisions around specific issues of common concern (e.g., how to facilitate difficult dialogues, and enhance diversity, within each of our respective divisions as well as within psychology more generally). A second challenge that we face is identifying emerging strategies and resources capable of enhancing our pursuit of culturally sensitive and strengths-based research and interventions.

Specific Requests for Your Input: Moving SCRA in New Directions

Will SCRA be able to move out in new directions and cross some of the divides separating us from greater involvement in policy, cross-disciplinary dialogue and collaboration, and further progress in the diversity area? The answer depends on the extent to which we can draw on the experiences, ideas, and strengths of each of us who is a member of SCRA. In this spirit, I ask for your responses to the following questions.

1. What is your generative vision of how SCRA can move forward in the areas of policy advocacy, cross-disciplinary dialogue and collaboration, and diversity?

2. What critical pieces of advice do you have for SCRA as it moves forward in the Division 27/37 policy initiative, the Organizational Representatives initiative, and participation in the Multicultural Conference and Summit?

In addition, if you have not already done so, please commit yourself to taking the time to complete both the 1999 SCRA Survey, Building on Member Interests and Strengths, and the SCRA Proposed Dues Increase form that were included in the fall presidential mailing and posted on the SCRA listserves. The SCRA survey focuses on strategies for building upon member interests and strengths; the dues increase form asks for your feedback on various dues increase options under consideration to support SCRA initiatives and maintain and enhance levels of service. The dues increase form is also included in this issue of TCP.

Finally, of course, I'd love to hear any reactions, positive or negative, to the ideas expressed in this column, as well as your views on SCRA more generally. The last column that I wrote was a sports column, "Maton's Mumbblings," which I did for my high school newspaper. Back then, I remember little feedback, but of course e-mail was several decades away. Now, with the advantages of

technology, I welcome your thoughts, ideas and views; please let me hear from you. E-mail: Maton@UMBC2. UMBC.EDU. Phone: (410) 455-2567. Fax: (410) 455-1055. Mail: Psychology Department, UMBC, Baltimore, MD 21250. I look forward to working with you in the year ahead.

Health Promotion Over Prevention, Standing Up for Empowering Semantics and Operations: Comment on Cowen

Charles T. Diebold

University of Missouri-Kansas City

The controversial movement toward prevention specialization, accreditation, and APA division formation was recently discussed at an open meeting of directors of graduate programs in community research and action (Wilcox & Seidman, 1997). I was intrigued by the breadth of opinion and the disparate dismay. Is there a uniform field of primary prevention? Should there be one? Or, is a zeitgeistian juncture upon us?

Cowen (1997) empirically, and somewhat suspensefully, unfolded two emerging foci of primary prevention. The suspense built from whether two independent reviews of the literature (i.e., Mrazek & Haggerty, 1994; Durlak & Wells, 1997) would converge or diverge on a) the efficacy of primary prevention programs, b) primary prevention semantics, and c) primary prevention operations. They converged, converged, and diverged, respectively. Both reviews were positive in their conclusions about the efficacy of primary prevention programs; but, did primary prevention mean the same thing to both pairs of reviewers? Semantically, Cowen concluded that "both sources used sound primary prevention program evaluation research as their key defining focus words (p. 252), and were definitionally similar:

Mrazek & Haggerty: ...the reduction of the occurrence of new cases of mental disorder (Cowen, 1997, p. 247).

Durlak & Wells: ...to reduce the future incidence of adjustment problems in currently normal populations, as well as efforts directed at the promotion of mental health functioning (Cowen, 1997, p. 247).

Even though Durlak and Wells worked from a broader notion which included health promotion, it was Cowen's contention that it would be reasonable to expect "at least 40-50% overlap in studies that the two sources cited" (p. 250). However, there were only 16 related (7%) citations. Cowen variously quantifies the divergence, but his "eyeball" analysis suffices here: "The definitional emphasis that most clearly differentiated the two was

the extent of their focus on risk factors and the ultimate goal of preventing major, disorder-related 'end-states'" (p. 250).

The crux, then, is that two distinct foci map out a domain singularly specified as "primary prevention": disorder reduction (DR) and health promotion (HP). This distinction is also evidenced in the prevention perspectives and definitions of other researchers.

One of the earliest definitions, composed by Jimmy Carter's 1978 President's Commission on Mental Health, seemed to favor the HP aspect of primary prevention: "Most fundamentally, primary prevention is proactive in that it seeks to build adaptive strengths, coping resources, and health in people....[It] assumes that equipping people with personal and environmental resources for coping is the best of all ways to ward off maladaptive problems" (Albee & Gullotta, 1997, p. 4). However HP as a means to DR seems, of late, to have been replaced by an emphasis on risk.

Table 1 presents several perspectives or definitions of primary prevention. Seidman's (1987), Gullotta's (1994), and Bloom's (1996) each contain both DR and HP as salient components. Price's (1987) and Coie's et al. (1993) typify DR-focused definitions. Albee and Gullotta's (1997), Kelly's (1987), and Cowen's (1991) represent HP-focused perspectives. Temporally, each group spans the last decade of conceptualization and suggests that two views have consistently described primary prevention. In fact, Cowen (1996), himself, states that he has "always featured the two key components of preventing maladjustment and promoting wellness" (p. 238). A decade ago, Price (1987) noted "at least two distinctly different mental health research traditions are now at work in the name of prevention" (p. 49) (i.e., a DR focused mental health epidemiology and a HP-focused intervention research). Further, in a content analysis of prevention definitions, Cooley and Marsh (1995) found DR and HP notions to be common elements of most operationalizations of primary prevention. The problem, as Cowen seems to see it, is that while decrying the "definitional slippage" (1996) of the 1970s there is now an emerging definitional crispness that emphasizes "a narrow, largely DSM-IV disorder-prevention notion of primary prevention" (1997, p. 246). However, Cowen's data and his conclusion are inconsistent. Although not as overlapping as he would have liked, he clearly showed that there are, in fact, two prominent primary prevention perspectives present in the professional literature. Perhaps what Cowen is secretly lamenting is the emerging political and power base occupied by the DSM-IV camp. I submit (deja vu Cowen (1997)) that two forces account for the power and popularity disparity between DR and HP: operations and semantics.

By operations, I mean the way we have come to go about the business of primary prevention, or for that matter, any supposed "scientific" endeavor -- that is, positivism. DR lends itself well to the prevailing positivistic,

hypothetico-deductive model of knowledge generation. DR's focus on linking risk factors and specific clinical disorders (Coie et al., 1993) sells well to funders, politicians, the general public, and even to prevention researchers who must find a concrete way to evaluate their interventions. DR models are able to test specific hypotheses (validity notwithstanding) that delineate specific measurable variables (e.g., absence of a simple risk factor or presence of a simple protective factor) along outcomes (e.g., absence of a DSM-IV disorder onset). HP models do not lend themselves well to such a straight-jacket method of inquiry. HP interventions tend to be prospective and broadly targeted. HPers also tend to adopt the philosophy that "some disorders can be prevented without knowing the exact causal agent" (Perry & Albee, 1994), and to include the vagaries of societal ills and human sufferings in their list of "disorders" (Albee & Gullotta, 1997). The problem, therefore, may not lie so much in the emerging preference for DR, per se, but in DR's fit with existing research methodology. As Seidman (1987) observed, "Our methods lag far behind our theories" (p. 3). Perhaps one way to promote HP would be to promote new methods.

The semantic force influencing DR's favorable public relations in the realm of primary prevention may lie in the very term "prevention". Despite frail attempts to convince us of "promotive" semantic roots (e.g., Bloom, 1996), the term prevention, in and of itself, simply has no inherent promotive implications. Rather, it quite straightforwardly implies a defensive posture.

The offensive, proactive posture of promotion is clearly not semantically synonymous, in the common vernacular, with prevention. It seems counter-intuitive, if not self-defeating, to saddle something positive and promotive with a defensive label like "prevention". The label itself seems to prevent promotive processes. I ask, "Why stay married to deadweight symbology?"

In my own experience, I was long aware of a body of "prevention" literature but ignored it, choosing instead to peruse "empowerment" and "sense of community" for their proactive promise. Had "prevention" been labeled "promotion", I may have come sooner to subsume empowerment and sense of community under its overarching span.

Witness, Kelly's (1987) prevention/ecological definition of mental health: "the opportunity to acquire competencies for self-development in the presence of social support" which sounds like empowerment with a tinge of sense of community; and Cowen's (1991) prevention/wellness definition: "having a sense of control over one's fate, a feeling of purpose and belongingness, and a basic satisfaction with oneself and one's existence" which sounds like sense of community with a tinge of empowerment. Perhaps a second way to promote HP would be to promote new regalia and appellation.

Although I have followed, perhaps parodied, Cowen's semantic lead, the matter is far from being merely

semantic. As Pastore observed in 1949 (as cited in Albee & Gullotta, 1986), "It has been recognized for a long time that the political ideology of scientific and professional workers tends to influence their choice of models to explain human behavior and human deviance" (p. 207). "And the model chosen, of course, determines the kind of intervention action taken" (p. 207).

The future manifestations of prevention theory, research, practice, and policy will be determined (to borrow

inology or champion it straightforwardly and forthrightly).

Relative to my first concern, Bloom (1988) seems to challenge positivistic DRers to account for the less than positivistic proliferation of DSM disorders (60 in 1952, 145 in 1968, and 230 currently; to not mention, positivistic explanation of the ones administratively expunged over the decades). Further, Perry and Albee (1994) seem to be admonishing preventionists for "telling funding agencies what they want to hear rather than what they should hear" (p. 1087) in emphasizing "specific physical causes of 'specific clinical disorders'" (p. 1087) and ignoring models such as social injustice. Moreover, I am greatly disturbed by the DR branch's conception of prevention as being prerequisite on pre-demonstrable efforts, that is, efforts implemented prior to a population demonstrating signs of dysfunction. This assumes we are omniscient of dysfunctional onset. Albee and Gullotta (1986) caution that "it is clear that we can decide arbitrarily to define primary prevention as a program that is instituted before the onset of the condition to be prevented. [But] when the time of onset is unclear and ambiguous, primary prevention may blend into early intervention" (p. 214). Consider further, that before the diagnostic use of x-rays, tumors were not "demonstrable" until large enough to be felt -- Was the tumor non-existent prior to palpable detection? Is detection and existence governed by mysterious and as yet undiscovered laws of spontaneous-transactional-generation? I agree with Perry and Albee (1994) in their critical analysis of Coie et al. (1993) that "narrow definitions of good science and acceptable research methods...have the potential to actually retard progress in primary prevention research" (p. 1087, emphasis added).

As to my second concern, just what is the relationship between prevention and promotion? Cooley and Marsh (1995) argue they are mere inverses:

the decrease of some negative condition or number of events simultaneously means the increase of its positive inverse. For example, if a treatment intervention seeks to reduce the number of times a father hits his child, then the treatment has necessarily promoted a positive end-state (i.e., being hit less often). (p. 533).

While this may constitute prevention, it seems a far cry from promotion. I wonder where Cooley and Marsh would position "hugging" relative to "being hit less often" within their inverse-universe. There seems to me to be a qualitative difference between a preventive focus and a promotive one. Would you be content being hit less often or would you want to be hugged?

While preservation of the prevention-family is an admirable goal, one function of family is to let go, to empower the next generation of families. We are at a maturational crossroad. Taking the positivistic or promotive path will define the state of the art for not only what we prevent/promote but how we prevent/promote it. I, for one, would like to be hugged.

Table 1. Primary Prevention Perspectives & Definitions

Source	Focus	Definition
Seidman (1987)	<i>Health Promotion/ Disorder Reduction</i>	promotion or bolstering of psychological wellness and/or the reduction of new cases of disorder (p. 5)
Gullotta (1994)	<i>Health Promotion/ Disorder Reduction</i>	planned efforts to reduce (prevent) the incidence of new cases of dysfunctional behavior in a population not yet demonstrating signs of dysfunctional behavior and to encourage promote behaviors that are known to contribute to functional behaviors (p. 6)
Bloom (1996)	<i>Health Promotion/ Disorder Reduction</i>	coordinated actions seeking to prevent predictable problems, to protect existing states of health and healthy functioning, and to promote desired potentialities in individuals and groups in their physical & social settings over time (p. 2)
Price (1987)	<i>Disorder Reduction</i>	defining mental health epidemiology: concerned about the definition of psychological disorder, its measurement, the identification of risk factors, and the measurement of incidence and prevalence of disorders in the community (p. 49)
Coie et al. (1993)	<i>Disorder Reduction</i>	explicitly addresses complex biomedical & social processes believed to influence the incidence & prevalence of mental illness (p. 1013)
Albee & Gullotta (1997)	<i>Health Promotion</i>	Citing 1978 President's Commission on Mental Health: proactive in that it seeks to build adaptive strengths, coping resources, and health in people (p. 4)
Kelly (1987)	<i>Health Promotion</i>	an ecological definition of mental health: the opportunity to acquire competencies for self-development with social support (p. 4)
Cowen (1991)	<i>Health Promotion</i>	I use the term wellness to describe the simultaneous presence of two clusters of indicators. The first consists of earthy indicators such as eating well, sleeping well, and doing one's mandated life tasks well...The second, somewhat more ethereal, includes having a sense of control over one's fate, a feeling of purpose and belongingness, and a basic satisfaction with oneself and one's existence (p. 404)

a positivistic notion) by whether we 1) rely on positivistic methods or post-positivistic innovations and whether we 2) choose to conceal promotive intent in counter-intuitive term-

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How Distinctive are the Values of Community Psychologists?

A Case Study of Master's-Level Students

Kathleen A. Tocco and Michael Morris
University of New Haven

The importance which community psychology attributes to structural/environmental influences on behavior has historically served as a defining characteristic of the field, a fact that has been noted by numerous commentators over the years (e.g., Duffy & Wong, 1996; Heller et al., 1984; Levine & Perkins, 1997; Rappaport, 1977; Zax & Spector, 1974). One result of this structural emphasis is that community psychologists frequently advocate policy positions on social issues that lean more toward the left than the right of the political spectrum, given that conservative perspectives tend to stress internal/individualistic factors in social-problem analysis.

This observation raises the question of whether fundamental value differences exist between students attracted to community psychology and those drawn to other areas of psychology. In an attempt to shed some light on this issue, we recently surveyed students enrolled in two master's-degree programs at the University of New Haven: Community Psychology (CP) and Industrial/Organizational Psychology (I/O). The CP program contains concentrations in both direct services (community-clinical) and indirect services (program development); most CP students enter (or remain in) the human services field after graduation. The I/O program offers concentrations in industrial/personnel psychology, organizational psychology, and conflict management. Overall, the field of I/O psychology focuses on the effectiveness and satisfaction of individuals in work settings; most graduates of the UNH I/O program find employment in the business arena, typically in human resources or organizational development.

Method

In March of 1996 we distributed the Rokeach Value Survey (Rokeach, 1973) to all 112 graduate psychology students enrolled at UNH. Of these students, 91 completed the survey (32 of 40 CP students, 59 of 72 I/O students), resulting in a response rate of 81%.

The Rokeach Value Survey is a widely used instrument (e.g., see Mayton et al., 1994) which asks respondents to rank two sets of 18 values. The first set consists of terminal values, "the ultimate end goals of existence, such as wisdom, equality, peace, or family security" (Rokeach & Ball-Rokeach, 1989, p.776). The second set consists of instrumental values, "the behavioral means for achieving . . . end-goals, for instance, the importance of being honest, ambitious, forgiving, or

psychological" (Rokeach & Ball-Rokeach, 1989, p.776). Rokeach assumes that the total number of terminal and instrumental values is relatively small, asserting that "there are just so many end-goals and just so many ideal modes of behavior for achieving them" (Rokeach & Ball-Rokeach, 1989, p.776). For each value set, the respondent assigns "1" to the value which is most important to him/her, "2" to the value which is second most important, and so on, all the way down to "18," which represents the value of least importance.

Results

The mean rankings assigned to the terminal and instrumental values by CP and I/O majors are presented in Tables 1 and 2. Significant differences between the two student groups (using the Mann-Whitney/Wilcoxon test) were found on three of the terminal values (Equality, Wisdom, and An Exciting Life) and one of the instrumental values (Helpful). CP students ranked Equality and Helpful higher than I/O students, while the opposite was true for An Exciting Life and Wisdom.

Additional analyses, however, revealed that the findings for An Exciting Life and Helpful were not as straightforward as they first appeared. ANOVA of the rankings by program and sex indicated that a main effect for sex on An Exciting Life -- males ranked it higher than females -- was responsible for the CP-I/O difference initially observed (i.e., there was no main effect for program in the ANOVA). This is because males represented 37% of the I/O respondents, but only 25% of the CP respondents.

With respect to Helpful, ANOVA revealed a sex effect, and a sex-by-program interaction, but no program effect. Females ranked Helpful higher than males, and CP males ranked Helpful the lowest of all four subgroups. On the other hand, sex differences did not "explain away" the CP-I/O differences on Equality and Wisdom.

Discussion

What should we make of these results? First, it is important to note that, when sex of the respondent is controlled, no significant differences emerged between CP and I/O students on the vast majority of terminal and instrumental values tapped by the Rokeach Value Survey. Thus, on this measure, at least, CP students are quite similar to their I/O counterparts. It must be remembered, of course, that this was a case study of master's-level students at a single institution, so caveats concerning limitations on generalizability are particularly appropriate.

Although CP and I/O students differ on few values, the fact that Equality is one of them is noteworthy. As Rokeach and Ball-Rokeach (1989) have observed, "a great deal of research . . . has shown that how an individual ranks equality is a key predictor of the extent to which that

person is politically liberal or conservative and antiracist or racist" (p.778). That is, high rankings of Equality are associated with being liberal and racially tolerant. Thus, the finding that CP majors rank Equality higher than I/O majors lends credence to claims that the structural orientation of community psychology provides a comfortable disciplinary "home" for those whose political values are left of center. In short, it can be argued that the results for Equality serve as a window through which some of the distinctive characteristics of community psychology can be viewed. The finding that CP students rank Wisdom lower than I/O students is perplexing and a bit unnerving. One would hope that community psychologists are no less committed to having "a mature understanding of life" (the descriptor for Wisdom on the Rokeach Value Survey) than other groups, with the possible exception of philosophers. We do not have a ready explanation for this result, and are curious to see if additional research would replicate it.

We are also reluctant to interpret the relatively low ranking assigned to Helpful by male CP students, given the small number of such respondents (8) in our sample. Overall, however, it is worth noting that male/female differences in value rankings were much more frequent in our study than CP-I/O differences. Males ranked four values significantly higher than females (An Exciting Life, Wisdom, Courageous, and Imaginative), while females ranked four values higher than males (Inner Harmony, Self-Respect, True Friendship, and Loving). Because females comprised the majority of students enrolled in both programs, sex differences played only a modest role in distinguishing the two programs from one another in terms of value priorities. This role could change if future research with larger samples found community psychology to have a significantly higher concentration of females than other fields in psychology.

The Rokeach Value Survey is obviously just one method for examining values and value differences. It is not designed to measure the extent to which that person is politically liberal or conservative and antiracist or racist" (p.778). That is, high rankings of Equality are associated with being liberal and racially tolerant. Thus, the finding that CP majors rank Equality higher than I/O majors lends credence to claims that the structural orientation of community psychology provides a comfortable disciplinary "home" for those whose political values are left of center. In short, it can be argued that the results for Equality serve as a window through which some of the distinctive characteristics of community psychology can be viewed.

The finding that CP students rank Wisdom lower than I/O students is perplexing and a bit unnerving. One would hope that community psychologists are no less committed to having "a mature understanding of life" (the descriptor for Wisdom on the Rokeach Value Survey)

Table 1. Mean Rankings of Terminal Values by Major

	CP	I/O
A Comfortable Life	8.4	8.2
An Exciting Life*	11.8	10.0
A Sense of Accomplishment	8.7	7.7
A World at Peace	11.3	11.0
A World of Beauty	13.4	13.8
Equality*	8.4	10.5
Family Security	5.9	7.7
Freedom	7.4	7.7
Happiness	6.1	5.1
Inner Harmony	6.6	7.4
Mature Love	8.0	7.8
National Security	14.5	16.5
Pleasure	10.3	10.8
Salvation	13.7	12.6
Self-Respect	6.1	6.5
Social Recognition	12.1	13.4
True Friendship	7.7	7.4
Wisdom**	10.3	7.6

Note. The lower the mean, the higher the ranking. * $p < .01$.

than other groups, with the possible exception of philosophers. We do not have a ready explanation for this result, and are curious to see if additional research would replicate it.

Table 2. Mean Rankings of Instrumental Values by Major

	CP	I/O
Ambitious	7.5	7.6
Broadminded	8.4	7.0
Capable	9.1	8.9
Cheerful	10.1	10.5
Clean	13.2	14.2
Courageous	10.2	9.8
Forgiving	8.7	10.1
Helpful*	7.4	10.2
Honest	5.0	5.1
Imaginative	12.0	11.5
Independent	7.1	7.8
Intellectual	8.8	7.7
Logical	11.7	10.8
Loving	5.8	6.8
Obedient	16.3	15.3
Polite	11.3	10.5
Responsible	6.3	6.3
Self-Controlled	12.1	10.6

Note. The lower the mean, the higher the ranking. * $p < .01$.

We are also reluctant to interpret the relatively low ranking assigned to Helpful by male CP students, given the small number of such respondents (8) in our sample. Overall, however, it is worth noting that male/female differences in value rankings were much more frequent in our study than CP-I/O differences. Males ranked four values significantly higher than females (An Exciting Life,

Wisdom, Courageous, and Imaginative), while females ranked four values higher than males (Inner Harmony, Self-Respect, True Friendship, and Loving). Because females comprised the majority of students enrolled in both programs, sex differences played only a modest role in distinguishing the two programs from one another in terms of value priorities. This role could change if future research with larger samples found community psychology to have a significantly higher concentration of females than other fields in psychology.

The Rokeach Value Survey is obviously just one method for examining values and value differences. It is not designed to capture the richness and depth of detail that more qualitative and context-sensitive approaches can produce. Nevertheless, as a tool for making large-scale comparisons of value profiles across fields of study, it is very useful. Indeed, even with a small sample such as ours, it succeeded in identifying a value priority -- Equality -- that has long occupied a key niche in community psychology ideology.

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Membership Column

Membership Action

Maurice Elias
Rutgers University

It's hard to know for sure, but there is a buzz out there in membership land that is quite exciting. People are involved. People seem to be caring actively about social issues. SCRA'ers like Jim Kelly and Lenny Jason are being honored for work in the public interest and for advocacy. The Social Policy Committee is working with energy and purpose. There is a sense that SCRA members can make a difference in what is going on in key areas of social concern. Our approaches are being seen as useful and respectful of the phenomena being addressed.

The life blood of SCRA is our students. It is they who emerge to take leadership roles, teach in and direct programs, carry out action research and serve the public. They carry on our traditions and build from what we have accomplished. I could not be more pleased than to have my final Membership Action column be devoted to Heather Hoover's article on why she is a community psychologist and why others should be, also. She is speaking to her fellow students, but I think there is a message in what she is saying that faculty and SCRA'ers in applied settings will want to heed.

Lastly, the current contact person for membership issues is Blanca Ortiz-Torres at the Universidad de Puerto Rico, (773) 508-2961. Please remember, membership recruitment and retention is EVERY SCRA member's responsibility, and privilege. So, go out there and recruit and retain!

Why I Am a Community Psychologist and Why You Should Be Too!

Heather V.A. Hoover, MA
Arizona State University

A Brief Personal Note:

During a one-semester exchange program I participated in as an undergraduate, I had the opportunity to study under a professor with a public health degree. It was then that I was introduced to the idea of working proactively to prevent problems on a large-scale basis rather than reacting to treat the most extreme individual cases. This idea, while certainly not new, sparked a major turning point in my career development as a future

psychologist. The seed had been planted.

Upon returning to my "home" school (Rutgers University), I enrolled in Maurice Elias's Community Psychology class. Despite its size (200+ students), this class felt like a community of learners with common purposes rather than the assembly of nameless, faceless bodies that characterizes the prototypical lecture hall environment. I was inspired by Maurice's ability to foster collaboration and respect among the students as he modeled Community Psychology principles. With this nurturing, my interest in becoming a Community Psychologist grew.

I've found a connection to many other people with common interests and goals through SCRA.

Now, as a graduate student at Arizona State University, I have continued my professional development as a Community and Clinical Psychologist. Admittedly, I sometimes struggle with how community and clinical approaches go together. Fortunately, I have found two forums through which to address this and other issues. One of these forums is local. A group of graduate students at ASU has formed to cultivate our shared interests in Community Psychology. The other forum, while represented locally, is much more global: SCRA. I've found a connection to many other people with common interests and goals through SCRA. Still in the infancy of my career, I have some thoughts on being a Community Psychologist to share here. I would love to correspond with interested students and professionals about my observations. Please send comments to Heather Hoover at heather.hoover@asu.edu or Arizona State University, Dept. of Psychology, PO Box 871104, Tempe, AZ 85287-1104.

Why I am a Community Psychologist and Why You Should Be Too:

While training to be a Psychologist, a student is likely to wear a variety of hats. Some will be cast aside; others will remain in close proximity to be worn as needed. Still others will be taken on and expanded in a fashion reminiscent of *The Cat in the Hat*.

The experience of assuming multiple roles is not limited to graduate students. To be sure, those who identify themselves as Community Psychologists find themselves balancing a number of capacities. From time to time, one hat may take priority over another, yet the other hats are omnipresent. In fact, some are already or become so deeply implanted that they are more than external skills: they are the **values** that drive Community Psychologists.

The values that drive us to action may be different, yet I think the underlying motivation is universal: to make our society a better place. A commitment to others demonstrates the value of social responsibility recognized by Community Psychologists. Beyond the mere appreciation of diversity are the well-established commitments to respecting others, empowering others, fostering collaborative relationships, and gaining insight about their environments and issues in the process. Ultimately, the capacity of being a Community Psychologist allows one to perform fulfilling work while creating a lasting legacy for future generations.

For me, part of identifying myself as a Community Psychologist is that which is so obvious, but worth mentioning: collegiality. Some among us have studied social support. Undoubtedly, this concept is applicable within our organization!

The SCRA-Listserv email list provides a forum through which Community Psychologists connect with one another, exchanging ideas and other information. The Listserv is especially important to the purpose of linking research and resources to the needs of community members. The computer provides a channel; the members create the action that leads to community change.

One avenue through which students have come to feel involved with their senior colleagues is through the type of collaboration that typifies Community Psychologists. For instance, in my experiences, I have found that diverse perspectives are welcomed. Regardless of the degree of professional expertise, ideas are at least considered if not incorporated into a plan of action. These qualities exemplify the type of partnerships Community Psychologists develop with their colleagues.

Among the core ways in which I describe Community Psychology for myself are the features of being a systems-level, ecological approach, with a focus on collaboration between members of a system and those intervening with that system. Additionally, when multiple parties engage as change agents in a system, collaborative efforts are called for among the interveners themselves. I find this gives my work greater meaning and authenticity as well as gives me a feeling of closeness to the phenomena I am studying and trying to impact.

Last but far from least in the hierarchy of reasons why one may be enthusiastic about Community Psychology is the emphasis on prevention. Prevention has become such an integral element of what we do that explicit pronouncement of its place in the scheme of Community Psychology seems almost unnecessary.

Emerging from the Swampscott Conference, the focus on prevention in psychology has continued to be an important orientation. This perspective was recently substantiated by a discussion between subscribers of the SCRA-Listserve regarding the attention to prevention as a proficiency versus a specialty.

With all these "hats" Community Psychology has

to offer, perhaps the question of why one would choose to be a Community Psychologist is self-evident. For me, establishing and maintaining professional ties is a career-long mission. In my opinion, the SCRA provides the best means through which to accomplish this goal for Community Psychologists.

Understanding the attrition from the SCRA by graduate students after they have earned their degrees is less clear. Because Community Psychology is not a narrowly defined profession (case in point—I'm donning a "PR" hat now!), whatever capacity one takes on should benefit from continued affiliation with the SCRA.

But someone said all of this more succinctly, even before I was born. The reason I identify as a Community Psychologist is... "I can't do it alone," said the Cat in the Hat. "It is good I have someone to help me," he said. "Right here in my hat on top of my head!" (Dr. Seuss, 1958).

Citation:

Giesel, Theodore (1958). *The Cat in the Hat Comes Back* (pp. 30-32). New York: Random House.

Endnote:

Grateful acknowledgement is given to Rae Jean Proescholdbell—doctoral student at ASU and our new national student representative—for her constructive remarks on this article plus her continuous inspiration and her enthusiasm for the field of Community Psychology.

Women's Column

Making Room at the Table: Overcoming Barriers to Diversity in SCRA

Margaret Schneider
University of Toronto

In response to Meg Bond's column in TCP (October, 1997) I posted a long message on SCRA-W, the listserv for women's issues in Division 27. In it I expressed the opinion that one of the barriers to true diversity within SCRA was that the formal governance of, and the informal authority within SCRA continues to rest in the hands of individuals representing mainstream North American culture—i.e., mostly white, mostly male, mostly heterosexual and mostly middle class. I challenged readers to think about radical ways to shift the balance of influence within the division. I suggested thinking about what would happen if everyone who was standing for election to the SCRA executive at the time

simply stood down to make way for lesser known, perhaps less published, community activists more representative of the diversity which we all seem to cherish.

I suggested thinking about what would happen if, at the next Biennial, an entire day was turned over to minority members within our division or to the other APA divisions concerning women, minorities, gay/lesbian/bisexual issues, disabilities, etc. No questions asked -- the slots could be filled in whatever way seemed appropriate as long as the topics were relevant to community psychologists. What if, at the next Biennial, there were a surcharge for all of us who are employed full-time with the express purpose of funding attendees who might otherwise not be able to attend-- for example, providing subsidies for disadvantaged community members or impecunious students, or making facilities more accessible for those with barriers to full participation, or providing sign language interpreters for those who are hearing impaired.

I framed these questions in terms of power, suggesting that diversity could only be achieved if those of us with power, vested in us by virtue of belonging to a systematically privileged group, turned over some of that power to those who are systematically marginalized. My underlying assumption was that power is a finite resource. My assumption was met with considerable disagreement, notably from Meg Bond and Beth Shinn. As I tried to frame my rejoinder, I thought it might be more helpful to rethink the issues in different terms, not of how to divvy up a finite amount of power, but rather about the idea of making space and sharing space.

To illustrate what I mean, I want to make some observations about two group experiences I've had over the past ten years--my classroom experience teaching graduate psychology students and my experience co-leading a support group of male-to-female transsexuals. I want to use my observations about gender differences--something I know about because of my research and my personal experience --to make a general observation about the culture within SCRA. First the classroom.

My graduate classes have always consisted of a majority of female students with a handful -- sometimes only one or two--of male students. True to the research on gender and classroom interaction, the male students have generally predominated in class discussions. One of the female students in one of my earlier classes, over ten years ago, took one of her male classmates aside one day to suggest to him that he examine the degree to which he dominated class discussion. She expected a fairly receptive hearing. In fact, he was taken aback, hurt and insulted. He was a large man who, according to the female student, towered over her and stood too close as he argued with her aggressively. Later, the male student came to me and demanded to know whether he was expected to just stifle himself in class. He expected that since the women in the class were very familiar with the differences in socialization, which resulted in male domination of mixed classroom interactions and the causes of these differences, that was sufficient to arm the women in the class to overcome their socialization, level the playing field, and hold their

own. Not only did he expect the female students to have the wherewithal to compete with him, but he also expected them to want to compete with him. What I wanted to say was not what I ended up saying. I ended up equivocating, saying that sometimes there is a place for just sitting back and listening. I hoped that would be enough of a hint to encourage him to share some air. In the end it was not. The fact was that even the female professor, admittedly young and inexperienced, was intimidated. And if the playing field wasn't level for me, how could it be for my female students?

Fast forward to a support group that I co-facilitated a few years ago. It was for pre-surgical and post-surgical male-to-female transsexuals who were in various stages of making the transition. Most clients most of the time attended in the female role or androgynously. If you looked around the room you would see mostly females with some ambiguous looking people of indeterminate gender. My co-facilitator was herself a male-to-female transsexual psychologist. During one session, shortly after I'd joined the group as co-facilitator, I found myself feeling edgy. Something was the matter and I couldn't put my finger on it. Eventually I identified the problem. I had been thinking of myself as being in a room full of females, when, in fact, I was the only one in the room who had been socialized as a female. The rest had been socialized as males and they were conversing in what was, to my ear, a typically male pattern; what I had been feeling was dissonance between my expectations about the pattern of discussion and the actual way in which the group interacted, which was characteristically male. The point is that even individuals who are highly motivated to act like females in every way possible find it difficult to overcome their male socialization and absorb the nuances of the way women interact. It made me realize how unfair and unrealistic it is to require female students to overcome their socialization in order to be simply heard in a classroom of supposed equals. It made me appreciate the power of the classroom culture.

At this point in the essay I am aware that I am running the risk of falling into the victimology discourse of diversity. I would not want to suggest that women, or other marginalized groups, are doomed to be the casualties of systemic discrimination, marginalization or differential socialization. Rather, what I hope to demonstrate is that whatever it is that makes us diverse runs deep and should not have to be compromised in order for us to fully partake of the resources that our communities and our classrooms have to offer.

Bear with me as I stick with the microcosm of small groups and classroom cultures for a bit longer. I have presided over classes in which the tug-of-war between the male and female patterns of interaction have been palpable. I have observed a single male derail productive, cooperative conversations, turning them into competitive battles over right and wrong (which he might describe as taking a wishy-washy conversation going nowhere and giving it some direction). Why is it that a female majority can be drawn into a behavioral pattern that is essentially alien to them? I believe it's because deep down, we are still

convinced that that's the way the classroom culture is supposed to be. To borrow some jargon from my sociologist colleagues -- our minds have been colonized.

I am well aware that I am over-generalizing about males. At the same time, however, as generalizations go, my observations about male and female culture is not that far off the mark. My point is that the mainstream culture of SCRA is as ubiquitous and ponderous as the culture of the classroom. And until our expectations about the culture and the actual culture changes, neither place will be truly hospitable to diversity. The catch-22 is that, in order for the culture to change, the place must be hospitable to diversity. This is why I believe it is necessary for those in positions of influence to make space, create a vacuum if you will, for those with diverse backgrounds and experiences to fill.

What I have proposed here and elsewhere is that sometimes it is necessary for those with power and privilege to step aside -- to leave space for others to fill. Whether that means squishing the chairs together so that there's more room at the table or vacating some of the chairs altogether (back to the finite/infinite power debate) is less important than ensuring that we do not fool ourselves into believing that it is sufficient to simply change the perceptions of the people who already sit at the table.

I have recently become involved in initiating a research project which has the potential to produce important results and to become a high profile project within my area of research. The group which is supporting this project has been discussing who might be appropriate candidates to take over the project or to sit on the project's consultation group. A number of well-known names were suggested. It occurred to me however that maybe it was time to approach some lesser-known researchers and give them an opportunity to participate in something that would enhance their standing in their field and I believe that the group will try to do that. This is an example of proactively making room at the table. Similarly, actively seeking out new faces and asking them to play significant roles in the division -- in its governance, in its committees, in planning conferences, in submitting papers to AJCP -- would be one effective element in the process of changing the whole face of SCRA. It is, in fact, not only effective but necessary. Inclusion must be proactive. Making room at the table means going beyond dialogue. It means having faith in others to handle tasks and positions that we've assumed that only a trusted few could fulfill.

I have one more experience to share. At the Spring, 1998 APA Consolidated Meetings (which I attended as a member of the Committee on Lesbian, Gay and Bisexual Concerns) among the over 100 delegates, there were several who were hearing impaired. Each was assisted by a sign language interpreter. At the end of the first day of meetings my colleague Laura Brown observed that the hearing impaired delegates were rarely joined by other delegates when we were all together for meals or large meetings, even though the use of the interpreters assured that the speaking delegates and the signing delegate would be able to communicate effectively with each other. She thought this was deplorable and was determined to, herself,

be more inclusive. Later in the meetings, I went to a particular open forum which was attended by about 60 people. I arrived late. There were about 40 seats around a central table and then a second row of chairs against the wall of the room. I sat in one of the only seats left. It was at the table next to an obviously physically disabled man. Coincidence? Or was it that most able-bodied people preferred to sit on the periphery rather than sit at the table next to a disabled person? I have since then attended other large meetings and conferences and observed variations on the same theme. What I have learned is that it is easy to kid ourselves into believing that we are addressing diversity when in fact we are simply practicing a more hidden form of exclusion -- exclusion based on our misguided sense of entitlement or superiority, or, more likely grounded in our fear of the unknown or unfamiliar.

If you'll pardon me for closing this essay with an image of a dead white male, I'd like to remind you of King Arthur's round table. Because of its shape it had neither head nor foot. Everyone was equal at that table which was large enough to accommodate over 100 representatives of the warring factions who lived in Great Britain at the time. Arthur was proactive in inviting everyone, including his traditional adversaries, to the table. In the end peace reigned in Great Britain throughout most of Arthur's time. Arthur relied on a magician for his inspiration. I think that for us, some lateral thinking and common sense would suffice.

Reflections on the 1997 Biennial

Spirituality & the South Carolina Biennial

Tom Woff

As we all know many of the critical events that occur at conferences, and the SCRA Biennial is no exception, do not involve the formal presentations but do center on the informal exchanges. So it was at the Chicago Biennial, I ended up in a fascinating discussion with Len Jason regarding our own life crises and the role of spirituality in bringing us through them. At one point in the discussion, Bob Newbrough sat down and lent his wisdom on the topic. Bob has been the one to bring the issue of spirituality to the front for SCRA for many years. Out of the discussion, we decided to present an open discussion on spirituality at the South Carolina Biennial.

Len Jason, Bill Berkowitz, Doreen Salina, and myself went into this with trepidation. We weren't too sure how it was going to be greeted by the members. We were accepted onto the program, with thanks to the program committee and were stunned to find over eighty people filing into the lecture halls. We began with brief reflections on the role of spirituality in our work. Bill Berkowitz asked the following question, "Suppose we believe that our work

would be better and it would lead to more long-run positive outcomes if it were accompanied by certain of those inner qualities which we might label 'spiritual'?" He went on to ask, "For example, suppose we asked, who were the greatest community organizers and developers of all time, throughout recorded history? Who were they in fact? On top of our short list, I think it would have to be, Jesus, Moses, Mohammed and the founders of world religions who organized millions and have created effective comprehensive multi-national community interventions which have lasted for thousands of years without benefit of graduate training or of grants."

Len Jason dropped his formally developed remarks, and talked movingly about the relationship of spirituality to his long-term battle with Chronic Fatigue Syndrome and how much spirituality has brought to his life and to his journey. I followed with a description of my evolving understanding of the role of spirituality in coalition building and the profound sense that I have come to understand of the role of spirituality in building communities. What moves people to go into the work of community, collaborative development and those in the community to join in our work, has a lot to do with spirituality. And finally Doreen, talked about the role of paganism in her view of women's development.

This was all done within a half-hour, then we opened up the discussion to the eighty people gathered to join us. The discussion was very moving, people rather than being reluctant about this topic, leaped right in and talked about the important role that spirituality has in their lives and the important role that spirituality has in their lives as community psychologists. They talked about their approach to spirituality being either tied or not tied to organized religion and that it had a critical effect on the people in the communities with whom they were working. In some studies, they found that their subjects told them about the critical importance of spirituality in their lives, even when they hadn't included it in their research questions. Many talked about their reluctance to talk about their spiritual beliefs within their graduate programs or their community psychology settings for fear that it would be seen as bringing organized religion into those settings which is not perceived to be acceptable.

By the end of the discussion, there were many that felt that this was a door opener as opposed to a session with a beginning, middle, and end. As one participant wrote to us after the workshop, "Spirituality isn't another separate aspect or fragment of ourselves, it's the connecting space that forms patterns and provides meaning to our lives and our work." Our sense was that this discussion, was an opening, a beginning for members of SCRA to begin to talk about, look at, study and acknowledge the critical role of spirituality in community work. At this point, there are no clear follow-ups, so I write this column as a welcome for those who have ideas to bring them forth so that we could all think about them together and learn from each other.

Certainly, we hope that others will make proposals on the topic of spirituality for the next Biennial in New Haven.

In Celebration of Women in Community Psychology

Kelly L. Hazel, Ph.D., CWCP Out-going Chair
University of Alaska Fairbanks

I arrived at the 1997 Biennial in South Carolina with a familiar sense of excitement. Living and working in Alaska can be rather isolating. I was looking forward to reconnecting with community psychologists, sharing stories and ideas, reinvigorating my convictions and upgrading my knowledge base. I also was both looking forward to and somewhat tremulous about carrying out my duties as newly recognized Chair of the Standing Committee on Women in Community Psychology. Although I wasn't sure about what I had gotten myself into, I did know that it was my job to meet with and note the concerns of women in the Society. So, in addition to my usual conference agenda, I went to those sessions and meetings where I would meet and hear from women. I came away from the conference with two prominent concerns.

First, I repeatedly heard how many women felt relatively unaware of or were concerned about the role of women in the SCRA. They were especially unaware of the work of the women's committee and were eager to hear more about the committee's activities and ways in which they could become involved. I heard women and men voicing their desire to know more about what women were doing in research and action in their community settings as well. They expressed a desire to know their female colleagues, to hear from them their struggles and successes, the types of experiences and accomplishments that are not documented in our journals. There was a distinct flavor of a need to develop ways to encourage a stronger sense of community and herstory among women in the Society.

Since returning and having more time to reflect, I also found myself wondering what women are and have been doing. Much of my graduate school course coverage of the history, theory, and research in community psychology was dominated by what men have done and are doing in the field. I continue to struggle in my own attempts to identify the contributions of women and how to include those in my teaching. Even though there have been strong efforts within the Society toward increasing diversity, so much of the literature has been dominated by male authorship and so much of what has been recognized as 'exemplary' has been the work of men. Thus, it is not surprising that my own struggle was reflected in the voices at the Biennial. It is my hope that this column's contributions will continue the process of documenting women's successes and achievements in the Society.

My second concern, is based on a recognition that there are many women in the Society who have achieved prominence and many more who are just beginning their careers and are looking for guidance and support. This is not new. As an active member of the Society since I entered graduate school in 1984, I have heard and learned about the importance of women mentoring women. My first experiences of meeting and hearing from my fellow graduate students and faculty from other universities began at the wonderfully informal and enjoyable yearly weekend retreats of the Midwest Ecological Community Psychology Interest Group (the annual Midwest regional meeting planned and sponsored by graduate students). These very rewarding experiences allowed me to get to know many of the leaders in the field on an informal basis and to develop friendships which have continued to sustain my professional development. I first met Meg Bond, last year's President, when she presented her research on harassment at one of those meetings and was impressed with her convictions and strength as well as her scholarship. I have further learned the importance of reaching out beyond my own setting by attending the Biennial meetings of the Society. The Biennial meetings continue to be a source of renewal and reward for me, especially because of the friendships and professional relationships which have continued to develop over the years. I don't even consider not attending!

My and others' need for role models, support, and mentoring was prominent in my graduate study years and made even more so as I began my academic career at the University of Alaska Fairbanks. After reviewing documents and publications of the women's committee, it is clear to me that the theme of mentoring and support has been particularly critical for women in the Society since its inception. In South Carolina, I heard over and over again the expressed desire of women wanting support, guidance, and mentoring from those who have succeeded, especially women. It is these two issues: the role of women in the Society and especially the activities of the women's committee, and the need for mentoring that I'd like to address in this article.

Standing Committee on Women in Community Psychology

The Committee on Women began in 1978 as a Task Force of APA Division 27 and was co-chaired by Ann D'Ercole and Anne Mulvey. The formation of the Task Force was in response to a review and comparison of editorial boards and authorship of articles published in three community psychology journals (AJCP, JCP and JCMH) and the Journal of Social Issues. The work, completed and documented by Rima Blair, Ann D'Ercole, Patricia O'Connor, and Beatrice Green, but never published (a copy of the article has been archived by the women's committee) showed that women were underrepresented on editorial boards and as authors in community psychology journals. Their work documented the relative lack of articles on women's issues or those which questioned the assumptions of traditional sex roles and critically examined societal constraints on women's choices and rights. One of the first projects of the new Task Force (Meg Bond, 1986)

was a survey that looked at the work roles of women community psychologists and the obstacles they encountered in their professional development (D'Ercole & Passey, 1979). This unpublished research, presented at the 1979 APA meeting (also archived by the women's committee), reported women's feelings of isolation and the lack of support and recognition as obstacles to women's professional development.

In response, the Task Force sponsored several symposia at APA conventions and organized regional activities to increase the visibility of women's issues within the Division (Bond, 1986). In addition, Jean Ann Linney and Meg Bond, as co-chairs of the Task Force, organized and edited two special issues of *The Community Psychologist*, one focused on women's development within the profession (Linney & Bond, 1985a) and the other focused on issues relevant to women in the broader community (Linney & Bond, 1985b). However, a follow-up survey (Bond & Linney, 1986) indicated the status of women and the obstacles to professional development had apparently not changed. Further, a quarter of the women reported experiencing sexual harassment during their graduate training. This research and a second, more in-depth survey (Bond, 1988a), was the impetus for a special issue of *The Community Psychologist* organized by Meg Bond (1988b) as well as the focus of presentation and discussion at several regional meetings.

Since the formation of the Task Force and perhaps because of the work of women pioneers of the profession, women have become increasingly represented among the Society's leadership (Mulvey & Bond, 1992). Since the formation of the Division in 1967, there have been seven women elected to serve as President of the organization: Barbara Snell Dohrenwend in 1978, Annette Rickel in 1984, Jean Ann Linney in 1988, Marybeth Shinn in 1990, Irma Serrano-Garcia in 1992, Meg Bond in 1997, and our President-elect Andrea Solarz. Many other women have served on the Executive Committee, Biennial planning committees, and as chairs of various committees and interest groups.

The Task Force was formally upgraded to a standing committee in 1986, with Meg Bond and Ann D'Ercole serving as co-chairs. The Mission of the women's committee is:

- to increase sensitivity to and awareness of women's issues within SCRA;
- to promote training and professional development of women interested in community psychology and increase sensitivity to women's issues in the workplace of community psychologists;
- to identify and encourage feminist perspectives and methods within community psychology;
- to advise the Executive Committee on matters of concern to women; and,
- to inform and educate the Executive Committee regarding implications of decisions for women and women's concerns.

Since 1989, the leadership of the committee has rotated on a yearly basis at either the Biennial meeting or at the annual APA meeting.

Each year, three people share leadership responsibilities in the roles of In-coming Chair, Chair, and Outgoing-chair. The women who have served as chair of the committee include (in relative order of appearance): Ann D'Ercole, Meg Bond, Claudia Zinardi, Elsie Shore, Helena Carlson, May Kennedy, Eileen Colberg, Andrea Solarz, Jean Hill, Marion Terenzio, Marg Schneider, and Kelly Naylor. Holly Angelique is the committee's current Chair, Margaret Rosario is the In-coming Chair, and I (Kelly Hazel) am Outgoing.

Since 1989, the women's committee has sponsored a regular column on women's issues in *The Community Psychologist*. Editors of this column, serving from one to three years in this position, have included: Elsie Shore, Melody Embree, Sarah Erwin, Jean Rhodes, Deborah Salem, Karla Fischer, and the current editors, Rebecca Campbell and Holly Angelique. In addition to reports from chairs of the women's committee, the articles in the column have covered many diverse issues relevant to women, ranging from issues facing women in diverse cultures (Leadbeater, 1994; Lein, Collado-Proctor & McNeilly, 1997; Wilson, 1993), to research in women's health (Canales-Portalatin, 1990; Revenson, 1997), feminist research methods (Campbell & Salem, 1996), educational strategies (Larkin, Morrow & Williams, 1989; Mulvey, 1996), and women's professional experiences (Fischer, 1993; Sullivan, 1995).

In the last couple years, members of the women's committee have been active in organizing and editing a special issue of AJCP on feminist theory and methodology soon to be published; and organizing panel discussions, symposiums, mentoring dinners, and working meetings at regional and national meetings of the SCRA and APA. The women's committee also sponsors an e-mail listserve, SCRA-W (look for instructions on how to subscribe in this issue!), for those interested in networking and sharing their ideas and experiences in research and action regarding women and women's issues. SCRA-W has been managed by Cecile Lardon at the University of Illinois Chicago. Fortunately for Cecile and unfortunately for the list, her imminent graduation will entail finding a new host and/or manager for the list in the near future. Since the Biennial, topics of discussion on SCRA-W have included: ideas for mentoring, feminist methodology, suggestions and experiences for surviving academia, ways to introduce diversity into our community psychology classes, identification of women for nomination to fellow status, and recruitment of members to fill various important roles for the Society (i.e., 1999 Biennial planning committee Kim Eby and Jill Williams, and liaisons to Div. 35 Kelly Hazel, and APA Committee on Women Carol Mowbray).

In the past, the women's committee has focused its activities on several central areas of concern, including

documenting the impact of homelessness on women, documenting and addressing sexual harassment in academia, promoting the incorporation of feminist philosophy and theory in research and practice of community psychology, and encouraging the professional development of women in community psychology. To a great extent, the activities of the women's committee have been successful and have made an impact on the Society. For example, as a result of the committee's efforts, the Society's Executive Council endorsed a resolution condemning sexual harassment and exploitation in training and practice (Bond, 1986). Last year, Bill Davidson, as incoming editor of AJCP, attended the women's committee meeting at the Biennial to hear and discuss issues and concerns related to women's authorship and research guided by feminist perspectives and methodology in the journal. In a nut shell, contrary to what many of us have believed, getting a rejection letter on the first submission of a paper is extremely common. In fact, his review of the journal's submission history indicated that no paper had ever been accepted the first time it was submitted. Further, he agreed that the editorial policies and practices, as well as the content and flavor of the 'rejection' letters may need to be reviewed for possible unintentional barriers and changed in order to encourage new authors as well as new methodologies. He agreed to work with members of the committee to identify barriers and improve the representativeness of authorship and ways of doing community psychology in the journal.

In general, these were the concerns voiced at the 1997 Biennial:

- a recognition that women tend to be in settings with fewer resources which hampers their professional development and involvement;
- lack of diversity in AJCP, especially in regard to authorship, topics and perspectives;
- a need for more research and action regarding women in rural and/or poverty contexts, women's health, and ethnic minority women's issues/concerns;
- a need for more visibility of women in the SCRA, and especially women from ethnically diverse groups;
- a need to establish a mentoring process for publication by women in AJCP;
- a need for more and regular information regarding research and action being carried out by women in the Society;
- increased opportunities for discussions regarding women's concerns and issues at conferences and meetings;
- a need for community building and mentoring among women in the Society; and,
- a need for a database of women and women's work on the web.

I believe these concerns give the women's committee valuable guidance and direction for the next two years. Be-

**The Society for Community Research and Action - Division 27
of the American Psychological Association
invites you to the**

**7th Biennial Conference
on Community Research and Action**

Ideas to Action * Action to Ideas

June 9-12, 1999

**on the campus of Yale University
New Haven, Connecticut**

Call for Programs

The 7th Biennial Conference of the Society for Community Research and Action provides a forum for presentation of exciting new work from professionals and community members. The theme for this conference is: *Ideas to Action * Action to Ideas*. Proposals relevant to **all** areas of community research and action are invited. However, proposals pertaining to the overall conference theme or to any of the following areas are encouraged:

- Interdisciplinary collaboration
- Multicultural approaches
- Partnerships with indigenous community groups
- Impact on public policy

Deadline for receipt of program proposals: December 7, 1998

INSTRUCTIONS FOR PREPARING PROGRAM SUBMISSIONS

A major goal of the conference is to encourage program formats that foster constructive discussion, interaction, and exchange of ideas involving community research and action. Program proposals that emphasize active interaction among presenters and the audience, and integration of diverse perspectives are especially encouraged.

We invite submissions that represent all areas of community research and action, including new contributions to theory, methodology and practice; contributions toward the implementation and dissemination of innovative programs; and analysis of public policy issues. Program presentations representing the broad area of community research and action are welcome, including: the prevention of problems in living; the promotion of emotional and physical health; empowerment of historically disenfranchised groups; the evaluation of community-based programs and services; collective social action; self and mutual help; descriptions of community-based interventions, such as advocacy, consultation, and training; the interactions of groups in the larger community; institutional and organizational change; and, research or action that incorporates an understanding of human diversity and/or social ecology.

Submissions pertaining to the interdependence between ideas and action are encouraged. In addition, program submissions in the following areas are especially invited: interdisciplinary collaboration, multicultural approaches, partnerships with indigenous community groups, and impact on public policy.

Program Formats Invited

Poster Presentations will be the primary format for presentation of substantive research results. Posters

will be organized in thematic groups to facilitate discussion among poster presenters and conference participants.

Symposia/Roundtable Discussions will provide a forum for discussion, debate, and explication of diverse perspectives as they pertain to significant issues in the field. Symposia/Roundtable Discussions should allow significant time for discussion and audience participation.

Workshops which teach new skills of relevance to the field are invited. Workshops will be allotted up to one-half day.

Town Meetings which feature discussion of critical issues pertaining to community research and action are welcomed.

Resource Fair/Exhibits for display and exchange of materials from innovative programs, new community initiatives, training materials, etc. are also invited and will be displayed at Poster sessions.

Innovative Session Formats, such as simulations, experiential sessions, or other formats which promote interaction and exchange are especially encouraged. Such formats may incorporate the arts, technology, literature, athletics, politics, leisure, religion or another area of interest into the presentation so that material of relevance to community research and action is presented in an innovative and exciting new way.

Guidelines for Completing Proposals

Cover Sheet: Proposals must include a Program Submission Cover Sheet included in this announcement. Information for the conference program will be drawn from this sheet, thus it is critical that it is complete and accurate.

Conference Site Information

The conference will take place on the campus of Yale University in New Haven, CT. The campus is located in downtown New Haven, near theaters, museums, and restaurants featuring a variety of ethnic cuisines. Nearby is the New Haven Green, a park surrounded by historic buildings that is typical of New England towns. Within minutes by car are wonderful outdoor spaces for hiking, exploration, and solitude. Conference sessions will take place at the newly-renovated Linsley-Chittenden Hall on the Old Campus and at the Omni New Haven Hotel at Yale. Both sites are fully accessible.

Travel Arrangements: New Haven is located about 75 miles northeast of New York City, 125 miles southwest of Providence, and 175 miles southwest of Boston. Train service is available to New Haven's Union Station through Amtrak and/or Metro North Commuter Railroad from major cities on the Eastern seaboard. Bus service is also available to New Haven through Greyhound or Peter Pan bus lines. Tweed-New Haven Airport is served by US Airways, a commuter carrier with connections through Washington and Philadelphia. Major airline carriers also provide service to Bradley International Airport near Hartford (about 1 hour from New Haven), with ground transportation available to New Haven by CT LIMO (about \$25 each way). In addition, New Haven is served by the three New York City airports (LaGuardia, Kennedy, or Newark; about 2 to 3 hours away), with ground transportation available to New Haven by several shuttle services (about \$38-\$53 each way).

Lodging: Rooms are available on the Yale campus and at two nearby area hotels. Discount rates have been negotiated for all accommodations, and all are fully accessible. *On campus* dormitory housing is available on the Old Campus, which is in close proximity to all conference sessions. Dorm rooms are not air conditioned (which is rarely a problem in June), are single occupancy, and include housekeeping services. The cost of dormitory housing is \$32 for

the first night of occupancy and \$26 for each additional night.

Hotel accommodations are also available at the *Omni New Haven Hotel at Yale* and the *Holiday Inn - New Haven*. The Omni will be the site of several conference events and is approximately 2 blocks from Old Campus where other sessions will take place. The cost for the Omni is \$119 per night for single occupancy and \$129 for double occupancy, inclusive of a continental breakfast. The Holiday Inn - New Haven is approximately a 10 minute walk from Old Campus and downtown and a 15 minute walk from the OMNI. The cost for the Holiday Inn is \$75 per night for single occupancy and \$79 for double occupancy, inclusive of continental breakfast.

Conference Fees: Registration fees for the conference are:

- \$210 for SCRA Members
- \$100 for SCRA Student Members
- \$245 for non-members*
- \$118 for student non-members*

* includes new membership in SCRA and subscription to the American Journal of Community Psychology

The conference will begin with a Wednesday evening poster session and conclude on Saturday about noon. Conference registration includes admission to all conference sessions (including keynote addresses on Thursday and Friday) and (with the exception of Friday night, in which dinner is "on your own") meals and refreshments throughout the conference. Conference registration fees include refreshments and snacks during morning and afternoon breaks between sessions, at the Wednesday evening opening poster session, and at the concluding mid-day session on Saturday. Fees also include a continental breakfast each morning of the conference (at conference hotels or at the site of conference sessions), lunch on Thursday and Friday, and a banquet with entertainment on Thursday night.

Further details about conference registration, including travel arrangements, lodging, and information about conference accessibility, will be provided in the Preliminary Conference Program to be mailed in March 1999.

The cover sheet must include: 1) the name of the person submitting the proposal; 2) that person's mailing address and additional contact information; 3) the format proposed (i.e., poster, symposium, workshop, etc.) and the amount of time requested; and 4) the program title and affiliation of the author(s).

Proposal Summary: In addition to the Program Submission Cover Sheet, proposals must include a Proposal Summary following the guidelines below for each program format. Unless otherwise noted, proposals should be limited to 1,000 words (3-4 typed, double-spaced pages).

Poster proposals should include a summary of the work including a statement of the problem, methods used, results, discussion, and references.

Symposium/Roundtable proposals should describe the areas of debate or discussion within the field to be addressed, summarize each presenter's remarks, and discuss how audience participation will be initiated. The symposium/roundtable chair should complete an overall summary of the program that is no longer than 1000 words. In addition to the overall summary, proposals should include brief summaries of 300 words for each presentation (not including Discussant remarks).

Workshop proposals should include a summary of the learning activities planned and outcomes to be produced. These proposals should provide a clear time-line of training activities, as well as information about handouts and other materials that may be needed by participants.

Town Meeting proposals should include a description of the areas of debate or discussion within the field to be addressed, a description of how the meeting will be run, and how audience participation will be solicited and maintained.

Resource Fair/Exhibit proposals should include a brief description of the program or agency, a list of the types of materials to be displayed, and a description of any equipment needed. Tables will be provided for display of materials. Contact the local planning committee to discuss other needs.

Innovative session formats should include a description of how the presentation and the format proposed will inform issues relevant to community research and action. Proposals should include a description of the person(s) responsible for the program and logistical needs. Individuals considering submission of a proposal that may require specific resources should check with the local committee to determine its feasibility.

Cover sheets for all proposals will be removed to allow blind review of submissions. There is a limit of no more than two first-author submissions.

Checklist for Submission of Proposals:

Each proposal must contain:

- a) 4 copies of the Program Submission Cover Sheet;
- b) 4 copies of the Proposal Summary; and,
- c) 2 self-addressed, stamped envelopes for notification of receipt and review of proposals.

Proposals should be sent to:

SCRA 7th Biennial Conference
Yale University
The Consultation Center
389 Whitney Avenue
New Haven, CT 06511

Deadline for receipt of proposals is December 7, 1998

Notification regarding receipt of proposals will be made in December 1998. Proposal submissions will be reviewed in December and January, and notification regarding review decisions will be made in February.

Several campus sites have been identified for Pre-and/or Post-Conference activities. Interested groups should contact the local committee to make arrangements.

Questions about program submissions should be directed to to the Planning Committee Co-Chairs:

Jack Tebes (203 789-7645) (local committee)

E-mail: jacob.tebes@yale.edu.

Ken Maton (410 455-2567) (national committee)

E-mail: maton@umbc2.umbc.edu

7th Biennial Conference on Community Research and Action

*Ideas to Action * Action to Ideas*

Yale University, New Haven, Connecticut

June 9 - 12, 1999

PROGRAM SUBMISSION COVER SHEET

1. Name of person submitting proposal: _____

2. Mailing address: _____

Telephone: _____ E-mail: _____ Fax: _____

3. Format and Time Proposed (Please complete each column as appropriate):

Proposal Format (choose one)	Time Requested
<input type="checkbox"/> Poster	Not applicable. Wed., Thurs., or Fri. evening only.
<input type="checkbox"/> Symposium/Roundtable Discussion	<input type="checkbox"/> 90 minutes <input type="checkbox"/> 180 minutes
<input type="checkbox"/> Workshop	<input type="checkbox"/> 90 minutes <input type="checkbox"/> 180 minutes
<input type="checkbox"/> Town Meeting	<input type="checkbox"/> 90 minutes <input type="checkbox"/> 180 minutes
<input type="checkbox"/> Resource Fair/Exhibit	Not applicable. Wed., Thurs., or Fri. evening only.
<input type="checkbox"/> Innovative Session Format	Please specify time: _____

FOR SUBMISSIONS WITH ONE PRESENTATION*

Title:		
Authors	Affiliation	Student
		Yes/No
		Yes/No
		Yes/No
		Yes/No

*Five travel awards will be made for outstanding student presentations.

FOR SUBMISSIONS WITH SEVERAL PRESENTATIONS*

Title:

Authors

Affiliation

Student

Yes/No

Yes/No

Yes/No

Yes/No

Title:

Authors

Affiliation

Student

Yes/No

Yes/No

Yes/No

Yes/No

Title:

Authors

Affiliation

Student

Yes/No

Yes/No

Yes/No

Yes/No

Other participants (e.g., chair, moderator, discussant)

Authors

Affiliation

Student

Yes/No

Yes/No

Use additional sheets as needed.

*Five travel awards will be made for outstanding student presentations.

Send proposals to: SCRA 7th Biennial Conference

Yale University

The Consultation Center

389 Whitney Avenue

New Haven, CT 06511

Deadline for receipt of proposals is December 7, 1998

1999 Dues Increase Proposal and Feedback Form

Every three years the Executive Committee (EC) reviews the need for a dues increase. At our recent EC meeting at APA, it was apparent to all of us present that we needed to support a dues increase beginning in 1999. The costs of providing to members The Community Psychologist (TCP) and American Journal of Community Psychology (AJCP) are increasing (and remain far above what is brought in from member dues). Furthermore, requests for SCRA funding for special projects in various areas have increased, and require some additional revenues to support. Though such projects have each involved only small amounts of funds, cumulatively they have required additional resources. These special initiatives include: 1) Community Psychology video history project, spearheaded by Jim Kelly, involving videotaped interviews of many of the seminal figures in the field's early development; 2) Community Action Research Center project, spearheaded by Bob Newbrough, involving the development of model university-community reciprocal partnerships to serve as Woods-Hole like sites for training, research, action, and further development of our discipline; 3) Division 27/37 Resilient Children, Youth, Families and Communities Policy Advocacy Initiative, a three-year effort to carry out policy advocacy work, building on the strengths of our two divisions, and collaborating with other divisions and organizations as well; and, 4) APA Multicultural Conference and Summit in Los Angeles, January, 1999, which we will be co-sponsoring and providing financial support for.

Furthermore, we continue to support our interest groups, our standing committees, and the Consortium on Children, Family and Law Congressional Briefing Series. Finally, and importantly, we are unable to provide the level of Membership Services we need, and the Treasurer, an elected volunteer, is tremendously overburdened performing a multitude of extremely tedious functions many comparable organizations hire a professional Membership Services staff person to manage. Given the above, a number of options are under consideration. Most would keep our dues far below the cost of membership in comparable organizations.

Proposed 1999 Dues Increase Feedback Form

Below, please rank order the four options—and if you find any unacceptable, please indicate so. Then, please share your feedback and reactions to the options.

- **OPTION A: Dues Increase of \$2 for students and \$5 for others** This option will help to ensure that our costs are matched by our revenues. It will not allow us to enhance membership services and reduce the tremendous burden on the Treasurer.
- **OPTION B: Dues Increase of \$2 for students and \$10 for others** This option will allow us to retain non-professional help to support the Treasurer, as well as cover the increases in costs described in other areas.
- **OPTION C: Dues Increase of \$2 for students and \$25 for others** This will allow us to retain professional help to substantially enhance membership services, and more generally allow a significant increase in our capabilities and functioning as a Society.
- **OPTION D: A Sliding Scale**. Some have proposed switching to a sliding scale, in which members would pay dues proportionate to their income. SPSSI has such a structure.

Please cut out & send to Ken Maton, Psychology Department., University of Maryland-Baltimore County, Baltimore, MD 21250 by December 1st or fax to (410) 455-1055.

THANK YOU!

NOMINATIONS FOR 1999 SCRA OFFICES AND AWARDS

(See the recent Presidential Mailing for Award Descriptions or contact the Award Chair.)

I. Offices

President-Elect: _____

Treasurer: _____

Representative to APA Council: _____

Member-at-large: _____

National Student Representative: _____

II. SCRA Fellows (Chair: Meg Bond-- (508) 934-3971; Meg_Bond@uml.edu)

III. Awards (Contact the appropriate chair for more information about the award, the full nomination process, and required supporting documents.)

Contributions to Theory & Research: _____

Practice in Community Psychology: _____

(Chair: Ken Maton-- (410) 455-2567; maton@umbc2.umbc.edu)

Seymour B. Sarason Award: _____

(Chair: Cary Cherniss-- (732) 445-4888; cherniss@rci.rutgers.edu)

Ethnic Minority Mentorship Award: _____

(Chair: Toshi Sasao-- (0422) 33-3188; sasao@icu.ac.jp; sasao2@hotmail.com)

Harry V. McNeill Award: _____

(Chair: David Snow-- (203) 789-7645)

IV. Dissertation Awards

(Chair: Danielle Papineau-- (604) 739-3291; dpapineau@nshr.hnet.bc.ca)

Topic Relevant to Community Psychology: _____

Emory L. Cowen Dissertation Award: _____

Your Name: _____ Email: _____

Address: _____ Phone: _____

FAX: _____

Please send this form ASAP (no later than November 20) to Ken Maton, Department of Psychology, Univ. of Maryland, Baltimore County, 1000 Hilltop Circle, Baltimore, MD, 21250; TEL-- (410) 455-2567; FAX-- (410) 455-1055; maton@umbc2.umbc.edu.

cause many of the concerns centered around the need for women to network and hear from each other, and to support and guide each other, the women's committee has embarked on a fairly large and extensive mentoring project.

Women's Committee Mentorship Project

Local availability of mentors for female graduate students and those who are beginning their careers in community psychology can be scarce, especially for those in rural or international locations. Even when local mentorship is available, there are times when additional support or guidance from individuals at other institutions or locales can be extremely beneficial. Anne Bogat and Robin Redner (1985) documented the importance of mentorship to women's professional development. The lack of mentoring, especially for women, can result in fewer resources to support research, difficulties locating suitable employment, and delayed career advancement.

One way to help meet the needs of those who need or desire additional mentoring beyond what is available at their home institutions is to create a resource base that would include women and men who are willing to serve as mentors, a description of their areas of expertise and experience, and contact information. This year the women's committee is conducting a survey to determine mentoring needs and resources within the SCRA membership as a first step in this process. Sue Wolfe, a graduate student at the University of Texas at Dallas is heading up the survey effort with the help of Carol Thiessen Mowbray, Alicia Lucksted, Kelly Hazel, Anne Mulvey, and Kim Eby. The survey asks SCRA members, both women and men, to provide their insights into the mentoring process and indicate their preferences for mentoring experiences. The survey also requests contact information for those who are willing to serve as mentors. Preliminary results of the survey were presented at APA '98 during a symposium sponsored by the women's committee entitled "Women Mentoring Women".

The results of the survey will be used to establish an active mentoring process within the Society as well as a directory of mentoring opportunities. In the past, the women's committee has compiled membership lists with information about each person's research and career interests. The most recent directory was published in 1990 by May Kennedy. Unfortunately, it has been difficult to keep such a directory up to date, as well as make it available to those who may benefit from the information it contains. My vision is to create a web-based mentoring resource directory that is easy to access and maintain by the membership of SCRA, a perpetually up-to-date resource for anyone in community psychology. I encourage all of you to participate in this project, first by completing and returning the survey, and second by responding to future calls to provide information for the mentoring data base. If you did not receive a survey or need another one sent to you, look for instructions on how to contact Sue Wolfe on page 28.

In addition, I encourage you all to join us at the next Biennial meeting to brainstorm ways we can better support, help, get to know, and mentor one another.

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Did You Return Your Mentoring Survey?

Last Spring and Summer most of you received surveys about mentoring from the SCRA Women's Committee. Although many of you returned them (and for that you have our heartfelt gratitude), many more of you did not. We need a better response rate in order to feel confident that our results represent the viewpoints and concerns of all SCRA members. More specifically, we would like to encourage our male colleagues and those of diverse ethnic backgrounds to complete and return the survey (this does not mean we don't also want to hear from more women).

The survey seeks information regarding what you think makes for a good and/or bad mentoring experience, your ideas on how to improve mentoring within the profession, your needs and capabilities for mentoring, and qualities that you feel are important in mentors. The information in this survey is critical to the formation of a mentoring process within the Society. The Women's Committee will be sharing this information with other committees and interest groups that are also working on this issue as well as the Executive Council and the SCRA membership as a whole.

We will continue to collect completed surveys until the end of this year. If you have not completed a survey yet, please contact us and we will send one to you right away! You can obtain a survey by contacting Susan Wolfe using any of the following methods: 1) Call (972) 883-2251 and leave a message for her with your request, name, address and phone; 2) Write to her at: 4432 San Fernando, McKinney, TX 75070; 3) Fax her at (972) 883-2491; or, 4) e-mail her at smwolfe@utdallas.edu or s_m_wolfe@msn.com.

Innovative Programs

Educating Medical Personnel to Recognize Domestic Violence: Enhancing Knowledge and Changing Attitudes through Action Research

Leslie K. Burke Noel Bridget Busch
Mary R. Faucette
University of South Carolina

Research has shown that domestic violence results in psychological and physical health problems for as many as 6 million women annually in the United States (Henderson, 1992). Approximately twenty to thirty percent of women seeking emergency medical treatment at general hospitals are victims of abusive relationships (Flitcraft, 1977; Appleton, 1980; Burrows & Simpson, 1995), but many never receive referrals to community resources designed to offer them physical and legal protection. A fundamental difficulty in linking victims of domestic violence to appropriate resources lies in the fact that many health care professionals fail to recognize or acknowledge the existence of the abuse (Henderson, 1992;

Randall, 1991; Moss and Taylor, 1991).

This study examines physicians' and other medical personnel's attitudes towards victims of domestic violence and attempts to alter them through an educational model so that more battered women can receive appropriate referrals to sources of protection and assistance. While Wicker (1969) found only weak support for the hypothesis that attitudes predict behavior, others have found that highly accessible attitudes (i.e., those that come quickly to mind when one is faced with a particular situation) are likely to influence behavior (e.g., Fazio, 1986). Because domestic violence is such a volatile issue, it was anticipated that medical staff education and availability of an on-site referral service would enhance the accessibility of medical personnel's relevant attitudes, thus increasing the likelihood that they would guide behavior. Therefore, it was hypothesized that physician education would facilitate physician's attitude changes in directions that would benefit and empower victims of domestic violence seeking medical treatment.

The intervention incorporates a psychological model of empowerment defined by Perkins (1995) as both individual and community-based processes. This notion of psychological empowerment facilitates interactive planning and implementation of solutions to individual and locally-felt problems. A primary goal of the intervention reported in this paper was to help medical staff interact effectively with, and empower patients who are victims of domestic violence to make informed decisions rather than responding helplessly to their abusive situations. Empowering the patient, in this case, involves physicians' and medical staff's acknowledging the abuse and offering support services and options to the patient through informing her of available resources to keep her safe from further abuse.

Method

Design

A within-subjects, pre-post test design was implemented. The independent variable in the study was defined as physician/medical staff education, which involved the presentation of information regarding domestic violence to staff employed at a prominent southeastern hospital. The overall purpose of the education was to train personnel to recognize and respond to signs of partner abuse. Evaluating personnel's attitudes and knowledge concerning domestic violence was accomplished through administration of a brief questionnaire, immediately before and after exposure to the information. Therefore, the dependent variable was defined as changes in knowledge and attitudes surrounding domestic violence as measured by the questionnaire. Post-tests were given out attached to the pre-tests, but were in sealed envelopes which the participants kept when they handed in their pre-tests. Both pre- and post-test measures

were labeled with the same subject identification number for later matching. The questionnaires took approximately 5 minutes to complete.

The pre-test questionnaire consisted of eight items designed to measure domestic knowledge and attitudes surrounding domestic violence (e.g., "Intergenerational transmission of violent behavior is unlikely"; "The physician's primary goal in managing domestic violence should be protection of the victim"). Respondents answered using a five-point Likert-type scale which included choices ranging from "strongly agree" to "strongly disagree." The pre-test instrument included four additional demographic items and two questions that asked the participant's about their professional experiences with, and responses to, battered women. The post-test included the same eight knowledge and attitudinal items measured at pre-test. It also included four items designed to assess certain beliefs about domestic violence that may impact medical staff's response to victims (e.g., "Abused women have the potential to make logical, rational decisions regarding their abusive relationship, etc.").

The didactic, hour long training session was a combination of lecture, audio-visual, and discussion which described the extent of the domestic violence problem in the United States. The content included information regarding the scope of the problem, common characteristics of battered women and batterers, and types of violence such as physical, sexual, and emotional abuse. The training also addressed issues directly relevant to the medical community including the impact of violence on the health and well-being of women, the costs of domestic violence-related injuries, and methods for identifying patients who present with injuries due to partner abuse. A protocol for addressing the medical and psychological needs of victims was also presented.

Participants

One hundred and twenty-four subjects participated in the study. Medical staff serving a large southeastern hospital's departments of family medicine, obstetrics and gynecology, social work, emergency medicine, and pediatrics attended the training.

Approximately 31% of the medical staff who attended the training were from emergency medicine, 29% were from obstetrics and gynecology, 26% were from family medicine, 13% were from social work, and approximately 1% were from pediatrics. Forty-nine percent were physicians, 29% were nurses, 6% were social workers, 2% were psychologists, and 14% were students from one of the aforementioned fields.

Sixty-three percent of the total sample were females and 37% were males. Eighty-six percent were Caucasian, 11% were African-American, 2% were Asian, and 1% were from other ethnic backgrounds. The biggest age category was 20-30. These demographics are summarized in Table 1.

Table 1. Demographics of Hospital Staff Undergoing Domestic Violence Training (N=124)

Department	%	Race	%
Emergency Medicine	31	Caucasian	86
Obstetrics/Gynecology	29	African-American	11
Family Medicine	26	Asian	2
Social Work	13	Other	1
Pediatrics	1		
Status	%	Age	%
Physicians	49	20-30	36
Nurses	29	31-35	18
Students	14	36-45	30
Social Workers	6	46-60	14
Psychologists	2	60<	2
Gender	%		
Female	63		
Male	37		

Results

A one-way, within-subjects, multiple analysis of variance (MANOVA) was conducted on the 8 attitudinal items. Findings are summarized in Table 2. Using the Wilks' Lambda criteria, there was a significant main effect of treatment ($F(10, 164) = 3.90, P < .0001$). Follow-up univariate analyses (ANOVAs) indicated significant differences on 6 of the 8 items. It must be noted that the majority of respondents generally reported attitudes at pre-test in the direction advocated by the researchers. Statistically significant differences between pre- and post-test outcomes reflected the strengthening of opinions in the desired direction. Participants at post-test reported significantly more agreement with the following items (see Table 2 for pre- and post-test means): 1) "The motive of domestic violence is to exert power and control over the partner" ($F(1, 173) = 4.59, P < .0335$); 2) "Many experts recommend that questions regarding domestic violence be part of routine patient assessments" ($F(1, 173) = 10.33, P < .0016$); 3) "Batterers are more likely than non-batterers to have been abused as children" ($F(1, 173) = 7.93, P < .0054$); 4) "Providing the abused patient information about domestic violence would be therapeutic" ($F(1, 173) = 8.72, P < .0036$); and 4) "Medical professionals' primary goal in managing domestic violence should be protection of the victim" ($F(1, 173) = 9.67, P < .0022$) (see Table 2).

The two additional attitudinal items showed no statistically significant pre- to post-test differences. However, trends did occur for those items in the directions predicted. On these items, subjects generally reported the following: 1) They disagreed somewhat that inter-generational violence is unlikely; 2) generally, no opinion was indicated regarding whether a physician should insist that an abused patient go to a shelter (see Table 2). A

Table 2. Pre- and Post-Test Means of Attitudinal Variables (Observations=175)

Items [†]	Pre-test <u>M</u>	Post-test <u>M</u>
1. Intergenerational transmission of violent behavior is unlikely	4.15	4.02
2. The motive of domestic violence is to exert power and control over the partner	1.47	1.21*
3. It is advisable to have both partners present when questioning one partner about possible abuse	4.74	4.89
4. Many experts recommend that questions regarding domestic violence be part of routine patient assessments	1.91	1.48*
5. Batterers are more likely than non-batterers to have been abused as children	1.57	1.29*
6. The treating physician should insist that an abused patient go to a shelter upon discharge from medical care	2.70	2.90
7. Providing an abused patient information about domestic violence would be therapeutic	1.68	1.35*
8. Medical professionals' primary goal in managing domestic violence should be protection of the victim	1.50	1.15*

[†] Item scale: 1=strongly agree, 2=agree somewhat, 3=no opinion, 4=disagree somewhat, 5=strongly disagree
 * denotes statistical significance at $p < .05$

statistical trend was also evident for medical staff's likelihood to refer abused patients to an on-site referral service for battered women (see Table 3).

Table 3. Pre- and Post-Test Means of Intent to Use Crisis Service (Observations=46)

Item [†]	Pre-test <u>M</u>	Post-test <u>M</u>
If an around-the-clock crisis service were available on-site at my hospital to counsel domestic violence victims and help them examine their options (e.g., returning to the abuser or seeking a safe alternative), I would be likely to call for this service, should I suspect that a patient is a victim of partner abuse	1.40	1.13*

[†] Item scale: 1=strongly agree, 2=agree somewhat, 3=no opinion, 4=disagree somewhat, 5=strongly disagree
 * denotes statistical significance at $p < .05$

(New data, now that the crisis service is operating, are currently being gathered concerning this item.)

In terms of additional information yielded from the questionnaires, on average, participants indicated encountering 1-5 patients per month whom they knew to be, or suspected to be, victims of partner abuse. The most common response reported by medical staff in dealing with victims of domestic violence was to offer the victim information about community resources, such as the local battered women's agency. Other responses to domestic violence cases were ranked in the following order by medi-

cal staff: focus on treating the victim's injuries; refer her to counseling; offer her counseling and advise yourself; call the police; and hospitalize the victim.

Overall assessment of the answers to the 4 post-test questions that tapped certain fundamental beliefs yielded the following: 1) Participants tended to agree somewhat or have no opinion regarding the item asking if time constraints in their work made it difficult to deal with domestic problems concerning their patients; 2) Subjects strongly agreed or agreed somewhat that they had the knowledge and ability to help their victimized patients; 3) They strongly disagreed or disagreed somewhat that it is not medical personnel's role to get involved in domestic disputes regarding their patients; and, 4) They disagreed somewhat or held no opinion that an abused woman has the potential to make logical, rational decisions regarding her abusive relationship.

Discussion

The hypothesis that physician and medical staff education would lead to attitude change was supported by the data. Even for those attitude changes that did not demonstrate significant statistical results, statistical trends occurred in the direction of change that was hypothesized. These findings suggest that physician/medical staff education can empower medical personnel to be more alert and responsive to signs of domestic violence. In turn, this increased awareness can empower the patient who has suffered abuse to tap available resources that can offer her protection.

Future studies should attempt to gather data from a larger number of participants. This will enhance the power of the statistical analyses, perhaps yielding more significance as well as allowing comparisons to be made between members of various demographic groups. For example, a larger sample size would allow researchers to compare norms and changes among gender, age, and racial categories. It would also be useful to statistically compare data from a variety of staff in various hospital departments so that comparisons can be made between departments and professional status. In the future, follow-up data gathered several months after the training would offer information about the endurance of attitude changes.

Finally, it is important that the correlation between attitude changes and behavior be examined. This should be possible when the upcoming, on-site referral service is well-established. The researchers should begin examining methods for monitoring such referrals in conjunction with future physician training. Replication of these findings and refinement of the methods described here are crucial to the ongoing development of this body of literature.

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Acknowledgments

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Requests

Request copies of this article, or of the questionnaire by writing to Leslie Burke, c/o the Dept of Psychology, University of South Carolina 29208, or to Noël Busch, M.S.W., M.P.A., c/o the College of Social Work, University of South Carolina 29208.

SCRA Student Updates

Rae Jean Proescholdbell
Arizona State University

Gabriela Turro
Rutgers University

SCRA Biennial: Why Go?

The SCRA Biennial is a conference that lives and breathes community psychology. Of course, the poster and symposia sessions contain almost exclusively community psychology content, but the entire process of the conference seeks to emulate community psychology as well. Conference settings are designed to foster relationships and learning. For example, the conference will include mentoring lunches in which a handful of students can sign up to have lunch with a senior colleague, either a faculty person or applied practitioner. Small settings like the mentoring lunches allow more than networking to take place—actual relationships and dialogue can be started. Issues of special interest to students are also addressed at the Biennial, and students often gather socially. In short, attend the 1999 Biennial to:

- learn the latest research on a wide range of community psychology topics;
- meet people who share your interests and who have had various levels of experience; and,
- meet students who uniquely understand the challenges you face as a student.

Biennial Planning with Students in Mind

Two students are serving as student representatives on the Biennial Planning Committee: Jill Hunter Williams (jwilliams@s.psych.uiuc.edu) and Larissa Labay (yaball@aol.com). Please feel free to contact either of them with ideas to improve the Biennial for students. Jill Hunter Williams provided the following update on the Planning Committee: The Planning Committee has demonstrated its attention to students' needs across multiple domains. First, they are attempting to keep the registration fee affordable for students and included a number of meals (three breakfasts, two lunches, and one dinner) in the fee to offset our overall costs. They also procured affordable housing for students. In addition, the Committee is committed to including mentoring opportunities for students with veterans in the field. Also, the Committee's emphasis on innovative program formats will provide students with opportunities to express their ideas in the format they choose. Such attention to students' needs will ensure a student-friendly Biennial—one you should attend!

Student Conference Submissions

Now is the time to consider presenting at the 1999 Biennial. As students, conference expenses can be prohibitive. Many academic departments realize this fact and designate funding for students to attend conferences at which they are presenting.

The Call for Papers is included in this issue of The Community Psychologist. Please look it over and consider submitting a presentation idea, either by yourself or with colleagues. Giving a presentation may be your monetary ticket to attending the Biennial.

Call for Student Articles

The student newsletter of The Community Psychologist, titled The Community Student, is looking for student articles for the upcoming issue in February 1999. All student-written articles are welcomed.

The articles can be about any aspect of community psychology. However, articles on the following topics are especially encouraged: 1) descriptions of your community psychology program or some unique aspect of it; 2) training experiences available in your program or how you have created such experiences; 3) international community psychology experiences; and 4) internships and jobs that incorporate community psychology.

For more information or to submit an article, contact Gabriela Turro at (732) 560-7922 or gturro@scils.rutgers.edu.

Student Listserv

Please join the student SCRA listserv to receive student-related information on a regular basis and participate in student discussions related to community psychology. Instructions to subscribe to s-scral are provided in this issue of The Community Psychologist.

Contact Your Student Representatives of SCRA

There are two Student Representatives for the Society for Community Research and Action, Division 27 of the American Psychological Association. Currently, the Student Representatives are Rae Jean Proescholdbell (602-966-7045, raejean@asu.edu) and Gabriela Turro (732-560-7922, gturro@scils.rutgers.edu). Please contact either of them to:

- discuss any student-related issue;
- propose ideas for symposia or discussion topics for students at the 1999 Biennial;
- submit an article to The Community Student, the student newsletter of The Community Psychologist;
- learn more about being a Student Representative; or
- become more involved in community psychology.

Book Reviews

Ken Maton

University of Maryland-Baltimore County

The first review below, by Bret Kloos, focuses on Ken Pargament's book, The Psychology of Religion and Coping. The second, by Seymour Sarason, is a review of Joe Zins' edited volume, Community Psychology Contributions to Consultation. The final review, by Richard Winnett, examines Lenny Jason and Libby Hanaway's book, Remote control: A sensible approach to kids, TV, and the new electronic media.

I am very interested in your ideas for books to review in future issues; please share with me the books you have come across in the last year or so which you feel others should be reading and thinking about. You can contact me by phone (410) 455-2567, or e-mail, MATON@UMBC.EDU. I look forward to hearing from you.

Preaching to Inquire: The Search for Significance in Times of Stress

Pargament, K.I. The psychology of religion and coping: Theory, research and practice, 1997. New York: Guilford Press (548 pages).

Review by Bret Kloos

Kenneth Pargament set a difficult task for himself. In The Psychology of Religion and Coping, he seeks to integrate scholarship from widely diverse disciplines, develop a sophisticated and elegant conceptual framework, and systematically investigate this framework while making the book relevant for social science researchers, human service practitioners, and "lay" readers. Rarely do authors meet the challenge of such an expansive undertaking as well as Pargament has done in this book. The Psychology of Religion and Coping provides comprehensive, conceptually mature, and empirically strong arguments for taking the social ecology of religion into account for inquiry into human existence, and particularly, for understanding human attempts to search for significance in times of stress and crisis. The book is a resource for per-

sons interested in research on stress and coping, social interventions, and the importance of religious perspectives to understand human ecology.

The purpose of the book is to investigate and evaluate the role religion can play in persons' responses to times of stress and crisis. Pargament has three reasons for studying religion and coping together. First, by focusing on an often neglected dimension in psychology's study of human experience, the inquiry teaches us something about coping. Secondly, by focusing on coping experiences, it documents how religion can be involved concretely in the particulars of a person's life. Thirdly, such study suggests practical implications for assisting people through times of difficulty. Although Pargament is essentially positive in his assessment of the potential for religion to help people, he does not simply accept the assumption that religion can be helpful. In acknowledging instances where religious influences have been horribly damaging to people and communities, his research identifies types of religious coping that are more likely to lead to negative outcomes, as well as positive ones. The book does not evaluate the relative differences in coping between major religious traditions. Rather, it surveys a diversity of specific patterns of religious behavior, attributions, and attitudes which are associated with health-related outcomes within and across Faith traditions.

Pargament has developed his own distinctive view of coping centered on understandings of significance. His conceptualization and research do not focus primarily on the character of stressful events, but rather how critical episodes are handled and constructed. From his framework, coping is directed as well as reactive. He emphasizes that people have values and orienting systems which translate into specific methods of coping, religious and non-religious. This conceptualization acknowledges that coping processes are embedded in cultural understandings of the world. Pargament asserts that coping processes and ends must be compelling to a person, and these processes often direct one's attempts to maximize what is personally significant. An interesting aspect of Pargament's view on coping is a person's ability not only to seek to conserve what is significant, but to use a coping strategy of conservation is no longer tenable. The inclusion of human ecology in his approach to studying coping emphasizes such process-oriented understandings of how coping may vary between persons and situations.

The book's conceptual framework of coping focused on significance appears especially suited for studying how coping can occur in the context of religious perspectives. Pargament's discussion of religion is firmly grounded in a North American religious tapestry; however, unlike several other recent reviews of religion in psychological issues, he includes examples from a wider variety of religious traditions—Buddhism, Islam, B'hai. He uses a broad definition of religion to incorporate a variety of perspectives—the search for significance in ways

related to the sacred. The book's review of religion includes the major viewpoints on religion in the psychological literature (e.g., James, Freud, Jung, Ellis, Allport) as well as some major theological writers from Western traditions. Pargament addresses critiques of religion and presents his own views for why religious perspectives should be included in the social sciences. The book also provides what may be a unique contribution to the psychological literature in that it includes explanations of religion and religious phenomena in religious terms, as well as those based in social science frameworks. As such, the book is a primer for those not knowledgeable about religious perspectives, and even more valuable as a resource to prod people beyond their own religious traditions to learn more about the diversity of religious perspectives.

Is religion helpful for coping? Pargament's discussion of the contributions of religion to coping processes is reminiscent of forty years of inquiry into whether therapy is helpful. First, Pargament points out how the framing of this question is too simple to generate meaningful inquiry. Like much of the therapy outcome research, he systematically considers for whom, under what circumstances, with which coping methods, when and where religious perspectives may influence coping. Second, Pargament appropriately critiques the insufficiency of studying religious orientations or religious attendance as meaningful variables for the coping process. Through an extensive research program of his own and a review of related work he has mapped out specific types of religious coping practices and has constructed understandings of positive and negative religious coping. Evidence from these studies document how religious practices, beliefs, and attributions can buffer the effects of life stress, as well as make matters worse. Pargament concludes that religious coping adds a unique dimension to the coping process. While there are not yet meta-analyses for studies of religious coping, the book is extremely helpful in organizing the field, cataloguing the knowledge it has generated, and suggesting a research agenda that will lead to fruitful inquiry.

My criticisms of the book are relatively minor and are the result of wanting a more developed understanding of what is emerging from this body of research. The book does not always provide enough evidence to support its assumptions. This is not a problem with the conceptual framework, as much as an indication of how Pargament's thoughts on the topic exceeds current empirical inquiry. Pargament has put together a convincing framework that organizes what we know and what we need to further explore. For example, Pargament himself would like to broaden research on religious coping of children and persons from non-Judeo-Christian religious traditions. A larger challenge for the field is also reflected in the book, where there are few voices of female theorists and researchers.

The Psychology of Religion and Coping is particularly valuable because of Pargament's systematic and careful construction of a model for religious coping which takes into account the phenomena in the context and terms of those who experience them. His ability to distill information from other literatures while synthesizing a clear, convincing model of religion and coping is laudable. Although a significant portion of the book is focused on examples for practitioners who work with people individually (e.g., therapists, clergy), it contains much that can benefit prevention and social intervention efforts and related research. The bibliography and appendices alone are invaluable resources for people beginning to work at the intersection of religion and community processes. The book could easily be viewed as a culmination of a career of work, but its forward-looking vision and organized research agenda suggests that it is only the first volume.

Bret Kloos is at The Consultation Center and Yale University School of Medicine. He can be reached at (203) 789-7645, or via email, icc@yale.edu.

Taking the Concept of System Seriously

Zins, J. E. (Ed.)

Community psychology contributions to consultation.

A special issue of the Journal of Educational and Psychological Consultation, 1997, 8(2), pp. 107-253.

Review by Seymour B. Sarason

Community psychology emerged as a distinct field in the turbulent sixties as a reaction to psychology's near exclusive focus on the individual organism, a focus best reflected in a growing emphasis on individual psychotherapy. At its origins the emphasis was on community: Individual or group or organizational behavior was to be understood in terms of the features and dynamics of the immediate and larger community. In addition to understanding, the new field had an activist stance: How do you change or influence or intervene in a complicated context? The activist stance had long been a feature of industrial and clinical psychology. If that stance was not a revered one in psychology, neither was it a foreign one.

The special issue of the Journal of Educational and Psychological Consultation is about "Community Psychology Contributions to Consultation." Zins, the editor of this special issue put its purposes this way:

- There were two goals in developing this special thematic issue. The first goal was to enable members of one discipline -- community psychology -- to share their perspectives with other professionals who may be relatively unfamiliar with community psychology principles. Each author in this issue was asked to con-

sider what community psychologists have to offer to schools in general, and to school consultants in particular, that is unique. For example, educational and psychological consultants who work in schools increasingly are taking a systems perspective in their practice. When many of them refer to systems, they tend to think in terms of an entire school or a school district, and perhaps they include the family. A focus on these groups is important. In contrast, however, community psychologists take a broader view and include neighborhoods, communities, and even society at large in their discussions of systems, as illustrated throughout this issue. In addition, they focus much more on issues such as empowerment, prevention, and large-scale change efforts -- topics that are only minimally addressed in consultation literature.

- A second purpose is to encourage community psychologists to examine their own consultation experiences and to seek additional applications for their expertise. In reviewing publications such as the American Journal of Community Psychology (AJCP) and The Community Psychologist, the official journal and newsletter, respectively, of the Society for Community Research and Action, as well as other community psychology publications, it is clear that community psychologists engage in a substantial amount of consultation in schools and other organizations. Although AJCP has included a number of articles specifically exploring the consultation process in the past, such articles have appeared infrequently in recent years, and the consultative aspects of most studies included in it and in other community-psychology-oriented publications tend to be addressed minimally. Therefore, it is hoped that this special issue encourages more community psychologists to examine more specifically this important area of their professional practices.

In several respects the first purpose is very well achieved in that every paper emphasizes the centrality of recognizing and taking seriously that everyone in a school is influenced, directly or indirectly, by system characteristics. That may sound like a glimpse of the obvious but the fact is, at least in my experience, that school personnel are only dimly aware of what that means for students, parents, teachers, administrators, and boards of education.

As I read the educational reform literature, I have to conclude that its many failures can in large part be explained by the failure to take the concept of system seriously. The concept of system and the interdependence it contains bulwarks the conceptual and activist bases of community psychology. The contributors to this special journal issue, each in different ways and with differing emphases, hammer this point home, and it needs hammer-

ing.

There is one omission and it has to do with several questions. How does your conception of the system influence your decision about where and how to intervene? You may be asked to deal with a particular problem or situation but how do you decide that you can realistically assume the larger system will be supportive? Given the problem or situation how do you determine whether you have the resources of time and staff adequate to the task?

I could summarize this way: Given what you know about the system and the nature of the problem you are asked to address, what are the minimal conditions that must obtain below which you decline to consult? From my standpoint the last question indicates how well you know the system. To be asked to consult may be gratifying to our sense of pride and competence but it can be a trap. I am sure each of the contributors to this special issue knows that but for the less knowledgeable or experienced reader these questions should have been discussed (although I realize they were asked to write a chapter, not a book).

The second purpose Dr. Zins stated was "to encourage more community psychologists to examine more specifically this particular area of professional practice." There are several reasons his hope will not have the degree of impact for which he hopes.

For one thing, public education has never been a major field of interest in American psychology, despite John Dewey's seminal presidential address to the American Psychological Association in 1899. Second, graduate programs in community psychology, in terms of theory, method, and practice, do not emphasize the importance of the school setting for comprehending communities and social change. The role of consultant to schools requires a good deal of knowledge of and experience in the culture of schools. Third, like other fields, the problems and settings to which community psychologists are drawn are largely (not wholly) those for which public funding is available; those problems are important but I would argue that from the standpoint of community and social change the school setting is unrivaled as a base, as a crucial nexus for those seeking to understand and effect institutional, community and social change. Dr. Zins is correct to say that consultation has been less and less discussed in recent years. I would add that is also true for the substance and goals of graduate programs.

When I read this special issue I initially expected that I would discuss each of the papers of the contributors. It soon became apparent that I would be writing a long paper, far less to express criticisms or differences in point of view and more to pursue ideas these papers stimulated in me. So, for the purposes of this review, I have to content myself with the suggestion to read seriously this special issue, which I regard as an important one.

May I suggest that it be read in relation to the following which are central to my thinking (Sarason, 1990, 1997, 1998).

- 1 Why is it that having spent in the post-World War II period billions upon billions of dollars to change and improve schools the results are so paltry, if non-existent?
- 2 Why is it that a successful innovation in one classroom or school does not spread or diffuse elsewhere?
- 3 Why is it that as students go from the elementary to the middle to the high school the level of their boredom, disinterest, and lack of intellectual motivation increases?
- 4 Why is it that no knowledgeable person has ever said yes to the question: If you were to start from scratch, would you come up with the educational system we now have?
- 5 What are or may be the community and societal consequences of the increasing gulf between urban and suburban schools?

The contributors to this special issue have done an excellent job of emphasizing the necessity and importance of thinking in systemic terms in relation to consultation to a school. I have no reason to expect that the consequences of that consultation will endure longer than those of any educational innovation, which never exceeds five years and far more often than not is much briefer. A single school is a part of a larger system which manufactures problems, not prevents them. When a system has been intractable to reform, it is the system we have to comprehend. I am in no way criticizing the contributions in this special issue to school consultation. Indeed, I am saying that precisely because the systems approach is as important as these contributors say, we must enlarge the scope of the concept of system. And if we begin to do that, we will be taking primary prevention seriously, which is why community psychology arose when it did. That is a challenge implicitly contained in this special issue which I commend both to educational and community psychologists.

References

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- Sarason, S. B. (1997). How Schools Might be Governed and Why. New York: Teachers College Press.
- Sarason, S. B., & Lortenz, E. M. (1997). Crossing Boundaries. San Francisco: Jossey-Bass.
- Sarason, S. B. (1998). Political Leadership and Educational Failure. San Francisco: Jossey-Bass.

Note:

A longer version of this review will appear in the Journal of Primary Prevention.

Seymour Sarason, Professor Emeritus at Yale University, Psychology Department, can be reached at (203) 378-7840.

Remote Control

Jason, L.A. & Hanaway, L.B. (1997). Remote control: A sensible approach to kids, TV, and the new electronic media. Sarasota, FL: Professional Resources Exchange, Inc. (264 pages).

Review by Richard A. Winett

Quite a few years ago, in the earlier days of community psychology, I attended a meeting where a good deal of the discussion and exchanges had to do with the development of broad but locally based community coalitions to address the myriad of social and economic problems faced by diverse citizens. I thought that while the ideas were interesting, ambitious, and well intentioned, the formation of such coalitions did not reflect modern realities. Many citizens are unfortunately not that attached to their communities and neighborhoods, two career and wage earner families have little time for extra activities, and such local coalitions may not have that much to do with some major influences on contemporary life.

In fact, one of the major influences would be found sitting in one or more boxes in virtually every home, the ubiquitous TV. Political campaigns, for example, now have less to do with local organizing and much more to do with orchestrated marketing where TV advertising is the centerpiece. Children may see little of their neighborhoods if they spend several or more hours a day watching TV and what minimal leisure time their parents have may be spent absorbed in late night TV. Thus, a dedicated community group may develop a wonderful park or recreation site, but few community members may use the facilities, in part because of time constraints, and in part, because TV and other electronic media have become such a dominant force around the world. Trying to help parents understand how to modify TV use and in a real sense restructure family life could have a profound influence on the quality of life across the country.

Leonard Jason and Libby Hanaway have tackled the problem of the dominant role that TV plays in many families by writing a book that is at once a scholarly treatise on the subject and a highly practical guide for parents seeking to change their children's and their own TV behaviors. This alone is a major accomplishment and makes the book a valuable model and resource. Many of us are interested in remaining true to our academic ideals and roots yet at the same time being able to effectively communicate with the public. Remote Control provides a model of how to merge these two interests. Undergraduates and graduate students will also find the book instructive, not only for its content, but again as one model of how to direct their scientific training toward the concerns of the public, in a way that is understandable to broad segments of

the public.

Jason's and Hanaway's major concern is that structural changes in society and the presence of TV have combined to undermine childhood and family life. Thus, where generations ago, after school hours were frequently spent in play in neighborhood settings, today these hours may be spent at home watching TV, perhaps alone, but at least safely away from the dangers awaiting children on the streets. While these structural changes greatly contribute to the problems faced by parents and children, the primary focus of the book is the influences provided by TV and other electronic media. The book explains these influences in a number of ways. These include understanding how children process information, the special attraction of highly graphic material (violence, sexual) that prevail on TV and other new media, the depiction of minorities and women on TV, the critical role of modeling, and the sheer amount of time spent with TV and other electronic media. Most significantly, Jason and Hanaway point out that the major point parents have to understand about TV in the United States is that it is constructed and organized for one purpose - to keep the viewers attending to commercials. TV is not there to necessarily inform or educate but to make profits for advertisers. So anything that keeps people watching serves that purpose.

Although a good deal of this information will not be new to psychologists, the book does provide an excellent overview of a diverse literature spanning more than 30 years. In addition, considering that the target audience is parents, this will be a concise and incisive overview for a nonprofessional audience. While the content of the first parts of the book will provide parents with a keen understanding of the construction of TV programming and how it influences their children, if the book ended at that point it would beg the question of what to do about the problems. Remote Control is at its best in the sections that provide parents the principles, procedures, and guidelines for changing the TV viewing habits of their children, and, for that matter, their own viewing habits. High technology and low technology approaches are detailed in a way that takes parents through each necessary step. Most of the techniques and interventions described in this book have been researched by Jason and others and found to be effective. At the forefront of the interventions is the idea of using data parents and children collect about their TV viewing and use of other electronic media, and then planning changes based on understanding what their data are telling them about their viewing habits and family life (i.e., functional analyses). As in any behavioral intervention, data continues to be collected so that parents and children can chart their progress in reaching goals and further modify the intervention. The goal is to keep things fun and enjoyable, to help parents restore family life, and for children to reclaim their childhood. These sections are again wonderful models for taking what we know about behavior change and putting that information and step-by-

step procedures into a form that can be readily used by parents.

Perhaps, there is one criticism of this book. Because the book is written in a way to intelligently take the reader through a great deal of literature and research and then logically present behavior change strategies, it is written at quite a high level. The style is not an academic one - it will not deter the general reader on that count - but it is safe to say that the book is for the educated public. However, that criticism is easily met by the point that it is educated people who most often buy books.

Remote Control serves as a model in several ways. Jason and Hanaway demonstrate how to integrate diverse scholarly material in a way that is understandable by nonprofessional audiences. They also demonstrate how psychologists can creatively use their talent to address some of the major influences and concerns in contemporary society. This book is highly recommended but should not just stay on your bookshelf. Share the book with as many parents as you know.

Richard A. Winett is in the Department of Psychology, Center for Research in Health Behavior, at Virginia Tech. He can be reached at (540) 231-8747, or via email, rswinett@vt.edu.

SCRA Community News

STUDENT REP NEEDED FOR THE CPDCRA

David Lounsbury, Michigan State University
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I am rapidly approaching the end of my two year term as Council of Program Directors in Community Research and Action (CPDCRA) Student Representative. I have enjoyed working with the Council and I have personally gained from this experience. For details about the nomination and election process, and for details about the role of the CPDCRA Student Rep, please read the following web file: <http://www.msu.edu/user/lounsbul>. If you are an interested graduate student, consider nominating yourself. Or if you know of an interested graduate student, please consider nominating them. Nominations may be submitted by November 9, 1998.

THE 1999 CPDCRA SURVEY OF COMMUNITY PSYCH GRADUATE PROGRAMS

Surveys will soon be sent out to all Council of Program Directors in Community Research and Action member universities. However, a broader sample of programs is desired. Any graduate program that considers itself "community" may fill out the survey whether or not they are CPDCRA members. For more information visit:

<http://www.msu.edu/user/lounsbul/cpdcr.html>
(See "Current & Upcoming Events" Section)

SCRA WEB PAGE

<http://www.apa.org/divisions/div27>

GAY/LESBIAN/BISEXUAL/TRANSGENDER SPECIAL INTEREST GROUP FOR SCRA

This year at the APA conference, Marg Schneider organized a meeting of SCRA members interested in starting a new special interest group within the Society to address Gay/Lesbian/Bisexual/Transgender (GLBT) concerns. The group decided to begin the process of forming an official special interest group and Gary Harper was designated as the Chair of the new group. Following are the initial goals for the group:

- * To increase visibility of GLBT concerns as a diversity issue;
- * To inform and educate the SCRA membership about GLBT community issues and concerns;
- * To support GLBT research in a community context;
- * To provide a supportive and safe environment for all GLBT community psychologists and students; and,
- * To provide a forum for networking regarding GLBT issues.

We also discussed ideas for action steps that we could take to begin to address some of these goals. These include the following:

- * Initiate a regular column in *The Community Psychologist* that addresses GLBT issues;
- * Discuss the potential of planning a special issue of *AJCP* on GLBT issues (there was some speculation that this process has begun);
- * Plan a conversation hour at the Biennial that is focused on educating non-GLBT members about GLBT issues and concerns;
- * Plan social activities at SCRA-related events that provide an opportunity for GLBT individuals to provide each other with support and to share information and stories;
- * Continue to present symposia and other sessions at APA, regional conferences, and Biennial that focus on GLBT community issues; and,
- * Initiate a network of GLBT community providers/academics/students that will provide opportunities for mentoring.

We will be initiating the process of becoming an official SCRA special interest group soon, so if you are interested in being listed as a supporter of the formation of this new group, please send your name, e-mail address, "snail mail" address, and phone # to Gary Harper at "gharper@wpost.depaul.edu". If you already sent this information to Marg, you don't have to resend it to me. Please send this information ASAP so we can start the process. Also, if you have any suggestions for modifications/additions to the goals, please send that as well. We are all very excited about the formation of this group and hope that it helps to improve the recognition of GLBT diversity within SCRA.

Searching for an E-mail Address?

E-mail addresses can be retrieved for anyone subscribing to the SCRA listserv by sending a message to the listserv (not the list) at LISTSERV@LISTSERV.UIC.EDU with the following in the body of the message: REVIEW SCRA-L.

Reduced Rates for the Journal of Educational and Psychological Consultation for SCRA Members

I am pleased to inform you that the SCRA Executive Committee has approved the agreement for reduced rates for SCRA members for the Journal of Educational and Psychological Consultation (JEPC). This journal is an excellent source of knowledge concerning consultation in the schools and other community settings and this agreement will make the journal more available to SCRA members and boost the Journal's circulation.

The following is a list of specific arrangements with which the SCRA Executive Committee has concurred:

- ⇒ JEPC subscriptions will be discounted from \$39.50 to \$25.00 for US and Canadian members and from \$69.50 to \$45.00 for other SCRA members. SCRA will receive \$5 for each subscription.
- ⇒ SCRA members will send their subscriptions to Lawrence Erlbaum Publications, Inc., 10 Industrial Avenue, Mahwah, NJ 07430-2262, who will keep track of the SCRA subscribers. Every six months, Erlbaum will send the SCRA Treasurer our share of the funds from the new and renewed subscriptions by SCRA members.
- ⇒ Erlbaum will include an SCRA membership form in each issue of JEPC indicating that reduced JEPC subscription rates is one benefit of SCRA membership. Erlbaum will note that JEPC discounts are available to SCRA members and indicate whom to contact to become an SCRA member in all JEPC promotional material.
- ⇒ SCRA will publicize reduced rates on JEPC regularly in the SCRA newsletter, The Community Psychologist, and in our membership recruitment materials.

In the future issues concerning the operation of this agreement overall are best directed to the Chair of the SCRA Publications Committee. The new chair is: Dr. Annette Rickel, 3614 Prospect St., NW, Washington, DC 20007-2633.

On behalf of the SCRA Publications Committee and the SCRA Executive Committee, I want you to know that we value this agreement and look forward to this collaboration with Erlbaum and JEPC.

Christopher B. Keys
Past Chair
SCRA Publications Committee

SCRA COLLABORATES ON DROPOUT PREVENTION RESEARCH & PRACTICE

Melvin Wilson has worked on SCRA's behalf on an inter-divisional collaboration to describe psychology's contributions to dropout prevention in the professional literature. Divisions 7 (Developmental), 12 Section I (Child Clinical), 16 (School), 43 (Family) and 27 (SCRA) received a \$2,000 award to further develop a project begun as a result of council's adoption of a resolution on dropout prevention in August 1996. Grant monies will be used to support a series of national conversations on the current status of dropout prevention efforts and recommendations for future contributions to psychology.

SCRA LISTSERV INFORMATION

SCRA Listserv

The SCRA Listserv enables SCRA members and others to engage in stimulating discussions. It also provides access to job postings, grant opportunities, and information about SCRA events. To subscribe, send your e-mail to: LISTSERV@LISTSERV.UIC.EDU. Leave the subject area blank, and in your message area type: `SUBSCRIBE SCRA-L <yourfirstname> <yourlastname>`.

SCRA Women's Listserv

The SCRA Women's Listserv enables SCRA members and others to access the best source of information and comment relative to women in SCRA. It is also the main source of communication about issues relating to the SCRA Committee on Women. To subscribe, send your e-mail to: LISTSERV@LISTSERV.UIC.EDU. Leave the subject area blank, and in your message area type: `SUBSCRIBE SCRA-W <yourfirstname> <yourlastname>`.

SCRA Student Listserv

The SCRA Student Listserv is student initiated, run and maintained. Steve Russos, from the University of Kansas deserves credit for the listserv's audacious start. The SCRA Student Listserv also has "social coordinators," who will implement special events on the listserv, like having a "guest of the month," to elicit Q&A, etc. To subscribe, send your e-mail to: listproc@ukans.edu. Leave the subject area blank, and in your message area type: `SUBSCRIBE SCRA-L <yourfirstname> <yourlastname>`.

SEYMOUR B. SARASON AWARD

Nominations are sought for the Seymour B. Sarason Award for Community Research and Action. The award winner will present an address at the annual convention of the American Psychological Association in Boston in August, 1999, and receive \$1,000. The award recognizes those working in the conceptually demanding, creative, and groundbreaking tradition of Seymour B. Sarason. This tradition includes: 1) novel and critical rethinking of basic assumptions and approaches in the human services, education, and other areas of community research and action; 2) major books and other scholarship that reflect these approaches; and 3) action-research and other action efforts. People may nominate themselves or others. Along with the name of the nominee, please send a detailed paragraph of support for the nominated individual and, if possible, a copy of the person's curriculum vitae by December 1, 1998, to: Professor Cary Cherniss, GSAPP, Rutgers University, 152 Frelinghuysen Road, Piscataway, NJ 08854

DISSERTATION AWARDS DEADLINE FOR NOMINATIONS: JAN. 15, 1999

Best Dissertation on a Topic Relevant to Community Psychology:
Criteria for the award: Relevance of the study to community psychology, with particular emphasis on important contributions to the field; scholarly excellence; innovation; and implications for theory, research and applications.

Emory L. Cowen Dissertation Award for the Promotion of Wellness:
This award will honor the best dissertation of the year in the area

of promotion of wellness that is consistent with the conceptualization developed by Emory Cowen. Criteria for the award includes high scholarly excellence that contributes to the knowledge of the promotion of wellness.

For both dissertation awards:

The winners of both dissertation awards will receive a prize of \$250 and awards will be presented at the 1999 APA Convention.

Materials required: You may nominate yourself or be nominated by a member of the Society for Community Research and Action. Include your name, graduate school affiliation and thesis advisor, your address, telephone number, e-mail address and fax number. Also include 3 copies of a detailed abstract which contains a statement of the problem, methods, findings and conclusions. Abstracts typically range from 6-9 pages.

Evaluation process: The Dissertation Award Committee will review all abstracts for this award. The Committee may ask finalists to send additional dissertation materials (e.g., selected chapters) to review.

Submit your cover letter and 3 copies of the dissertation abstract to: Danielle Papineau; North Shore Health Region; 2409 Collingwood Street; Vancouver, BC; Canada, V6R 3L3; Phone: (604) 739-3291; Fax: (604) 737-2424; and, e-mail: dpapinea@nshhnet.bc.ca.

NOW IS THE TIME TO NOMINATE SCRA FELLOWS!

The Society seeks to recognize a variety of exceptional contributions that significantly advance the field of community research and action including but not limited to: theory development, research, evaluation, teaching, intervention, program development, administration, and service. Deadline for applications is December 1, 1998. For more information, contact Meg Bond, Dept of Psychology, University of Massachusetts, Lowell, 870 Broadway Street, Suite 1, Lowell, MA 01854-3043, tel: 978-934-3971, email: Meg_Bond@uml.edu.

What is the SCRA Self-Help/Mutual Aid Interest Group?

This Interest Group focuses on research on self-help and mutual aid organizations. The group fosters communication and sharing of ideas and information among researchers. The group organizes panels on self-help mutual aid research at the Biennial Conference on Community Research and Action as well as at other conferences. The group publishes a free directory of its members and their areas of research interest. In addition, the group organizes an e-mail discussion list on self-help research and publishes this newsletter a few times a year.

To get on the mailing list of the Interest Group, to get a copy of the Group's 1998 Directory, or to receive the Group's newsletter contact: Mellen Kennedy; 3703 Holmes St.; Kansas City, MO 64109; (816) 561-9740; mellenken@aol.com.

The Self-Help Sourcebook, 6th Edition is Available

The new 6th Edition of the Self-Help Sourcebook contains updated information on over 800 national, international and model self-help groups that cover a broad range of illnesses, addictions,

disabilities, parenting concerns, bereavement and many other stressful life situations. This edition has websites and/or e-mail addresses for over 70% of the national and international groups listed.

The Sourcebook also has new chapters that include: information on how to develop online discussion (listserv) groups and newsgroups written by Dr. John Grohol, founder of the Mental Health Net; and a chapter summarizing research outcome studies reflecting the value of self-help groups by Dr. Keith Humphreys and Dr. Elaina Kyrouz of Stanford University of Medicine. There is also the chapter on starting and running a mutual aid group, with a section for professionals on their potential role in helping. It has an expanded chapter on online mutual help groups and networks, provides contacts for self-help clearinghouses worldwide, and includes both keyword and group name indexes.

Cost of the new 1998 Edition is \$12 US postpaid (US and Canada). Add \$4 for air mail shipment to other countries. Send to: Northwest Covenant Medical Center, Attn: American Self-Help Clearinghouse, Denville, NJ 07834-2995.

Bulk copies of the 5th Edition (which can be a helpful teaching tool) are available to schools and colleges for free-all you would need to cover is the shipping cost. If you are interested, call Ed Madara at (973) 625-9565, or e-mail him at ASHC@cybernet.net.

International Journal of Self-Help and Self-Care

Baywood Publishing Company has agreed to publish a journal devoted to self-help. The International Journal of Self-Help and Self-Care is being edited by Dr. Alfred Katz with Dr. Keith Humphreys serving as Associate Editor.

The intended audience includes lay leaders and activists in various self-help organizations, human service clinicians and professionals, academics, community figures and government functionaries.

To subscribe to the Journal, contact Keith Humphreys, Center for Health Care Evaluation (152 MPD), VA Palo Alto Health Care System, 795 Menlo Park, CA 94025, or e-mail him at keithh@odd.stanford.edu.

E-Mail Discussion List on Self-Help Research: SLFHLP-L

This list was created to provide a forum for those who are interested in researching self-help/mutual aid. People from many different fields and background participate: community psychologists, social workers, sociologists, physicians, community health workers, self-help clearinghouse staff, graduate students and others.

The list has over 200 members from about a dozen countries. It is a low volume list so you don't have to worry about getting swamped with tons of mail. The address for the list changed in 1996. To subscribe to SLFHLP-L, in the body of an e-mail, send the following command: SUBSCRIBE SLFHLP-L <yourfirstname> <your last name> to LISTSERV@LISTSERV.UTORONTO.CA

World Wide Web Page on Self-Help Outcome Research

Brief, readable summaries of the best research on the effects of self-help group participation are on web. The web page was placed in mental health net with the assistance of Dr. John Grohol. The address is <http://www.cmhsc.com/articles/selfres.htm/>.

General Information

The Publications & Communications Board (P&CB) has opened nominations for the editorships of *The Journal of Abnormal Psychology*; *Journal of Comparative Psychology*; *JEP: Learning, Memory, and Cognition*; *JSP: Attitudes and Social Cognition*; *Professional Psychology: Research and Practice*; *Psychological Review*; and *Psychology, Public Policy and Law* for the years 2001-2006. Candidates should be members of APA and should be available to start receiving manuscripts in early 2000 to prepare for issues published in 2001. Please note that the P&CB encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. Self-nominations are also encouraged. To nominate candidates, prepare a statement of one page or less in support of each candidate. Send nominations to the attention of the appropriate search chair (David Rosenhan, PhD - *Journal of Abnormal Psychology*; Lauren Resnick, PhD - *Journal of Comparative Psychology*; Joe Martinez, Jr., PhD - *JEP: Learning, Memory and Cognition*; Sara Kiesler, PhD - *JSP: Attitudes and Social Cognition*; Judith Worell, PhD - *Professional Psychology: Research and Practice*; Lyle Bourne, Jr., PhD for *Psychological Review*; and Lucia Gilbert, PhD - *Psychology, Public Policy and Law*) to: Karen Sellman, P&CB Search Liaison; Room 2004; APA; 750 First St, NE; Washington, DC 20002-4242. First review of nominations will begin December 7, 1998.

APA Division 48 Offers an Opportunity for Psychologists to Take Up the Responsibility and Improve Their Tools to Help Build a More Humane World

Division 48, Peace Psychology, invites you, who identify with these concerns, to join the dedicated members who are involved in the science and profession of psychology with particular concern for the prevention of violence, the peaceful and just resolution of conflicts and the creation of a culture of peace. We are a diversified and growing organization, reaching out to colleagues and students who contribute to peace and social justice. We welcome international perspectives and ethnic, gender and spiritual orientations to peace. The pervasiveness of violence in today's world makes us very aware of the need to better understand con-

flict and to develop nonviolent means of conflict resolution. These means ultimately are dedicated to promote attitudes and behaviors conducive to peace and toward the building of a culture of peace.

To enhance networking and research, the Division publishes a *Peace Psychology Journal*, a scholarly work which includes articles of research, book reviews, and information about resources and opportunities in Peace Psychology. There is also a newsletter which serves as a peace forum for the creative expression of ideas about peace, as well as the sharing of efforts by our members and the working groups in relation to peace.

We invite all who are interested to join in and contribute your knowledge, perspectives and talents to the vitality of this group. Join us in our timely efforts for peace. For further information, please contact Steven E. Handwerker at 4691 N. University Dr., Ste 385, Coral Springs, FL 33067; (561) 447-6700, peacewk@laker.net.

The SPSSI Curriculum Collection Prejudice & Intergroup Relations

To facilitate the teaching of courses on social issues, The Society for the Psychological Study of Social Issues (APA Division 9) has developed a collection of syllabi and other curricular materials on prejudice, intergroup relations, and related topics. To access the Curriculum Collections, send an e-mail with blank message to: spssi_pr@field.uor.edu. You will receive a list of available materials and directions on how to request specific files. The files you request will be forwarded to you immediately via "e-mail-on-demand". Contributions, questions, comments, or ideas for future curriculum projects should be addressed to Susan Goldstein, Dept. of Psychology, University of Redlands, 1200 E. Colton Ave., PO Box 3080, Redlands, CA 92373-0999 or goldstei@uor.edu.

Call for Nominations: RHR International & Harry Levinson Awards

The RHR International Award is given to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. Primary emphasis is placed on the practice of consultation rather than other accomplishments, such as teaching, research or publications. This award, accompanied by a check for \$15,000, is funded

annually by the consulting firm of RHR International in honor of a founding member, Perry L. Rohrer, who epitomized the standards of excellence which they and the Division of Consulting Psychology seek to perpetuate.

The Harry Levinson Award is given to an APA member who has demonstrated an exceptional ability to integrate a wide range of psychological theory and concepts and convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations. The nominee need not be a member of the APA Division 13, Consulting Psychology. This award, funded by the earnings from a trust fund established by Harry Levinson and administered by the American Psychological Foundation, will offer a check for \$1,000.

For both awards: The nomination deadline is 12/15/98. Nomination dossiers should include a letter of nomination, the nominee's current resume or C.V. and appropriate supporting documentation providing evidence of the significance and impact of the nominee's work. Send nominations to: Paul Lloyd, PhD; Chair, Division 13 Awards Committee; Corporate Development Group; 707 Seventeenth St., Suite 2900; Denver, CO 80202.

The 24th Annual Association for Women in Psychology Conference

The Conference theme is "Vision to Action: Feminist Social Change" and will be held March 4th-7th, 1999 at the Westin Hotel in Providence, RI. For info, contact: Kathryn Quina, Dept. of Psychology, University of Rhode Island, Suite 8, 10 Chafee Road, Kingston, RI 02881; tel. (401) 277-5164; fax (401) 277-5168; e-mail: kquina@uriace.uri.edu.

Leadership Opportunity

Announcing an opportunity for a psychologist to select a problem area and lead a small group in seeking solutions that have potential for advancing the science and profession of psychology for the betterment of society. Based on a Think Tank concept of an interchange of ideas that serve to find answers to difficult questions, funding will be provided for 3-5 persons to come together for 2-4 days. This project offers an opportunity for a group having expertise and experience in a chosen area to think, talk and develop new approaches in dealing with problems. If

you would like to submit a proposal for a chosen topic, contact Drs. Raymond and Rosalee Weiss (Think Tank Project, 1665 Hanover Street, Teaneck, NJ 07666; fax: (201) 836-4979; psychray@tdt.net) for guidelines and application procedures. Application deadline is June 15, 1999.

APA National Multicultural Conference and Summit

The Conference will be held January 28-29, 1999 at the Newport Beach Marriott Hotel in Newport Beach, CA. For more info, contact: American Psychological Association, 750 First St, NE, Washington, DC 20002-4242; tel. (901) 678-5426; fax (202) 336-5693; e-mail: <http://www.apa.org>.

First Call for Papers Reconstructing Health Psychology Critical & Qualitative Approaches An International Conference

There is currently a groundswell of interest in critical ideas and qualitative methods throughout psychology. This conference has been convened to consider the impact of these ideas within health psychology and to discuss how health psychologists can develop theories and methods which can not only lead to a better understanding of health and illness but also contribute more to the creation of a healthier society. The purpose of the conference is to promote dialogue and debate among academics, researchers and activists. The format will be a mixture of plenary addresses by internationally known speakers, symposia, debates and workshops. Innovative formats, e.g., plays and other performances, will be welcomed. Themes include: critical ideas, politics, feminism, social constructivism, post-modernism, subjectivity, embodiment, poverty, racism, sexism, violence, qualitative methods, action research, and ethnography. It is intended to publish the main theoretical papers as an edited book. In addition, a selection of papers will be published in a special issue of the *Journal of Health Psychology*. Submission details: Abstracts (200 words) of papers, symposia or workshops should be sent by March 1, 1999 to Reconstructing Health Psychology Conference, Division of Community Health, Memorial University of Newfoundland, St. John's, NF, Canada A1B 3V6; fax (709) 737-7382; e-mail: murraym@morgan.ucs.mun.ca.

Acculturation: Advances in Theory, Measurement, & Applied Research. An International Conference

Held at the University of San Francisco on December 4-5 1998, this conference brings together leading scholars in the field of acculturation to explore recent findings and to identify the needs in future theory development, measurement, and basic applied research. A central goal of the conference is to analyze the significance of the construct of acculturation for research with African Americans, American Indians, Asian Americans, and Hispanics/Latinos. This conference will allow scholars to exchange ideas and perspectives and to forge the future of acculturation research. For further information, program details and directions to USF, surf to the conference website: www.usfca.edu/acculturation; tel. (415) 422-2940; fax (415) 422-2346; e-mail: celasa@usfca.edu.

Jobs & Post Docs

ASSISTANT PROFESSOR, PEDIATRIC/CLINICAL CHILD PSYCHOLOGY, U. OF KANSAS. Tenure-track position to begin August, 1999, in the doctoral program in Clinical Child psychology, an interdepartmental program of the Departments of Psychology and Human Development and Family Life. Applicants should be Ph.D. graduates of an APA-accredited program and should have completed an APA-accredited internship by the time the position starts. We seek a person capable of supervising research and clinical activities of graduate students and teaching courses at the graduate and undergraduate levels. Applicants should be research-oriented clinicians with specialty training in pediatric psychology/clinical child psychology and programmatic interests in various aspects of research and applications. We have a preference for a person with expertise in pediatric or child health psychology and who shows evidence of the ability to sustain a research program that is externally supported. Applicants should be eligible for eventual licensure in clinical psychology in the state of Kansas. This position is contingent upon final budgetary approval. The University of Kansas is located in Lawrence within commuting distance of Kansas City and Topeka, the state capital. The University is a major research university with an outstanding tradition of child research and service in the Human Development Department and a distinguished Clinical Psychology Program in the Psych Department. The Program maintains strong community ties for research and clinical praxis with the KU Medical Center, Children's Mercy Hospital, Bert Nash Mental Health Center, Lawrence School Dis-

trict, and Menninger Clinic. A letter of application describing teaching, research, and clinical interests, a current vita, and representative reprints should be sent to: Michael C. Roberts, Ph.D., Director of Clinical Child Psychology Program, 2006 Dole Human Development Center, University of Kansas, Lawrence, KS 66045, MROBERTS@ukans.edu. Three letters of recommendation also should be sent directly to the Program Director. The review of applications will begin on December 15, 1998 and will continue until the position is filled. The University of Kansas is an Equal Opportunity/Affirmative Action Employer.

POST-DOC FELLOWSHIPS. THE CENTER FOR THE STUDY OF RACE & ETHNICITY (CSRE), U. OF CALIF., SAN DIEGO (UCSD). The CSRE at UCSD seeks applicants for postdoctoral fellowships from scholars conducting research on ethnic identity in an international frame. Projects on the ways in which migration, economic restructuring, transnational media, and social movements altering ethnic and racial identities are especially welcome, as are inquiries into the ways in which cultural practices are related to religion, language, sexuality, and gender serve to reflect, deflect, reinforce, and subvert ethnic and racial categories. Housed in the Ethnic Studies Dept at UCSD, the CSRE specializes in interdisciplinary, comparative, relational, and analytic scholarship on race and ethnicity. Our research emphasizes the complex processes that produce social identities, the ways in which identities change over time, and the interactive, relational, and mutually constitutive processes by which groups and individuals define themselves and others. We do not so much seek to "add on" knowledge, but rather to use complex processes of racialization and ethnic identification as an impetus for asking and answering new kinds of questions about social processes and social relations. We encourage applications by junior, senior, and independent scholars, artists, and cultural workers of any nationality who are conducting research on the transnational aspects of race and ethnicity anywhere in the world. Fellows are encouraged to present their research through lectures and seminars, to interact with faculty, graduate students, and undergraduates, and to draw upon the broad range of resources available to researchers at this major research university in a large cosmopolitan, and bi-national metropolitan area. Amount of Fellowship Award: \$30,000 (prorated on a nine month basis). Tenure of Fellowship: Up to nine months. For more information, contact: Center for the Study of Race and Ethnicity, UC San Diego, 9500 Gilman Dr. — 0522, La Jolla, CA 92093-0522, tel. (619) 534-3276, fax (619) 534-8194, email: rgutierrez@ucsd.edu.

ASSISTANT PROFESSOR, DEPT OF FAMILY & CONSUMER STUDIES, U. OF UTAH. Nine month, tenure-track position to begin August, 15, 1999, in the Department of Family & Consumer Studies (FCS). Applicants

should have a social science PhD and an interdisciplinary perspective on family relationships with teaching and research interests in diversity and/or family policy. Preference will be given to those candidates with a life-course and/or ecological perspective. The position carries a two-course teaching load per semester with one course each semester taught for FCS and one course for the Dept of Sociology. The FCS Dept (<http://www.fcs.utah.edu/>) has several service-learning faculty and 3 graduate and undergraduate areas: Human Development and Family Studies, Consumer Studies and Family Economics, and Environment and Behavior (which includes 3 community and environmental psychologists). Application receipt deadline is December 31, 1998. Submit vitae, copies of recent publications, teaching evaluation materials, and 3 letters of reference to: Russ Isabella, Search Committee Chair, U. of Utah, Department of Family and Consumer Studies, 225 South 1400 East, Rm. 228, Salt Lake City, UT 84112-0080. The U. of Utah is an Equal Opportunity/Affirmative Action Employer. We encourage applications from women and minorities and a reasonable, accessible accommodation for the known disabilities of applicants and employees.

POST-DOC TRAINING IN RESEARCH ON FAMILY PROCESSES & CHILD/ADOLESCENT MENTAL HEALTH IN DIVERSE POPULATIONS. Family Research Consortium 111, an NIMH-sponsored program, announces the availability of 6, three-year postdoctoral positions beginning June 1, 1999. The program provides research training in theoretical, methodological, and substantive issues concerning family and child/adolescent mental health in ethnic/racial and socioeconomically diverse populations. The training is multi-disciplinary in content, involves mentoring from a diverse faculty across the US, and emphasizes multiple levels of investigation from the biological correlates of individual adjustment to the social ecology of family functioning. Each trainee will have a primary appointment at one of twelve universities represented by Family Research Consortium faculty. In addition, trainees will work with at least two faculty members on a multi-site, collaborative research project and may work with Consortium advisory board members and liaisons who collaborate with their faculty mentors. Trainees also will be involved in summer workshops and research institutes, seminars, and course work consistent with their professional objectives. Program faculty are: Mark Appelbaum, U. of Calif., San Diego; Linda Burton, Penn State; Ana Mari Cauce, U. of Washington; Felton Earls, Harvard; Marion Forgatch, Oregon Social Learning Center; E. Michael Foster, Georgia State; Xiaojia Ge, U. of Calif., Davis; Donald Hernandez, SUNY Albany; Robin Jarner, U. of Illinois; Urbana/Champaign; Spence Mansson, U. of Colorado, Denver; Vonn McLeod, U. of Michigan; David Takeuchi, U. of Indiana, Bloomington. Advisory board members include: David Almeida, U. of Arizona; Pauline Boss, U. of Minnesota; Lisa Chase-Lansdale, U. of Chicago; Robin Conger, Iowa State; Peggy Dilworth-Anderson, U. of North Carolina, Greensboro; Steve Suomi, NICHD. Liaisons are: Jeanne Brooks-Gunn, Columbia; Jacqueline Eccles, U. of Michigan; Martha Cox, U. of North Carolina, Chapel Hill; Stuart Hauer, Harvard; Howard Markman, U. of Denver. To apply: Applicants must have completed all requirements for the Ph.D., including the dissertation defense, by the time of appointment and must be US citizens or permanent residents. For application forms and information write to: De Fries, Research Center for Disorders of Human Development, Family Research in Diverse Contexts, 106 Henderson

Building, Penn State University, University Park, PA 16802. Call (814) 863-7106, Email: dmlr10@psu.edu. Applications close January 15, 1999. An Affirmative Action/Equal Opportunity Employer. Women and minorities encouraged to apply.

FACULTY POSITION IN PREVENTION RESEARCH AT PENN STATE U. Tenure-track Assistant or Associate Professor position, Department of Human Development and Family Studies, College of Health and Human Development, The Pennsylvania State University. A faculty colleague is sought whose research focuses on prevention research at the individual, family, or community level. We are seeking a researcher/scholar with a developmental approach to preventive intervention who will join an exciting new Prevention Research Center (<http://www.hdev.psu.edu/centers/prevent.htm>) and assist in building its graduate program. Foci might include the prevention of problem behaviors (delinquency, school failure, family dysfunction), the promotion of social and emotional development, the development of prevention systems change to build integrated community prevention for children, youth, and families, etc. Experience in applied human development/human services settings is desirable. The Department of Human Development and Family Studies (<http://www.psu.edu/dept/HDFS/>) sponsors graduate, undergraduate, and research programs focused on individual development from infancy through old age, on family structure and dynamics, on the impact of social/cultural contexts on development and family functioning, and on the design and evaluation of intervention methods to promote development. The Department's multidisciplinary faculty includes expertise in developmental, clinical and community psychology, public health, sociology, education, anthropology, and methodology. An earned doctorate in behavioral or social sciences and the promise of outstanding scholarly accomplishments are required. Send curriculum vitae and supporting information (e.g., reprints, preprints, letters from three references) to: Sheila Bickles, Staff Assistant, Prevention Research Search Committee, 211 Henderson Building South, College of Health and Human Development, The Pennsylvania State University, University Park, PA 16802-6504. Applications and nominations will be reviewed beginning immediately and will continue until a suitable candidate is found. The Pennsylvania State U. is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

ASSISTANT PROFESSOR, DEPT OF PSYCHOLOGY, U. OF MARYLAND BALTIMORE COUNTY (UMBC). Opening for one tenure track Assistant Professor position in the Human Services Psychology (APA-accredited Clinical Psychology) Graduate Program for Fall, 1999. The Human Services Psychology Program is an innovative approach to graduate training in which students may integrate clinical psychology with behavioral medicine or community/social psychology. The department has a clinical psychologist who is committed to both research and teaching with research interests and experience in the broadly defined area of adult psychopathology. UMBC is located in the Baltimore-Washington corridor in close proximity to the University of Maryland Medical School, the Johns Hopkins Medical School, NIH, and other federal research agencies offering many avenues for collaboration. Applicants should send a statement of interest, curriculum vitae, a description of teaching and research interests, representative publications, and a letter of recommendation to: Chair, Search Committee, Department of Psychology, University of Mary-

land Baltimore County, 1000 Hilltop Circle, Baltimore MD 21250 (Psychdept@UMBC.edu). Processing will begin in December, 1998 and will continue until the position is filled. Applications for women, minority group members, and individuals with disabilities are especially encouraged. The University of Maryland Baltimore County is an Affirmative Action/Equal Opportunity Employer.

POST-DOC. THE CENTER FOR MENTAL HEALTH POLICY AND SERVICES RESEARCH (CMHPSR), UNIVERSITY OF PENNSYLVANIA. CMHPSR currently has two post-doctoral positions. One is for someone interested in vocational rehabilitation services for persons with severe and prolonged mental health problems. This position is jointly sponsored with Matrix Approach Institute, a nationally known vocational rehabilitation training and research center. We expect another position to open in the next few months for someone interested in consumer-run services. The eligible candidate should be ABD with substantial progress made toward completing their dissertation, but start date does NOT depend on the completion of final oral. Hiring can occur anytime for these positions (i.e., immediately). Please pass this on to potentially interested parties who can contact me, Mark Salzer (Salzer@cmhpsr.upenn.edu) for more information.

POST-DOC FELLOWSHIP OPPORTUNITY, "SERVICES SYSTEM RESEARCH IN MENTAL HEALTH & SUBSTANCE ABUSE RESEARCH FOR THE HEALTH POLICY & SERVICES RESEARCH DEPT OF PSYCHIATRY, U. OF PENNSYLVANIA. The Center for Mental Health Policy and Services Research, a program of the Leonard Davis Institute of Health Economics, invites applications for one- and two-year post-doctoral research fellowships. The program provides an excellent opportunity for social scientists to improve their knowledge of mental health systems and gain experience in applying qualitative and quantitative research methods to the evaluation of mental health systems. Services system research involves the study of the organization, financing, delivery and outcomes of care in the context of a changing relationship between the private and public sectors. The research focuses on vulnerable populations such as persons with serious mental illness and substance abuse problems. Post-doctoral positions are available in the following areas: 1) Epidemiology of Mental Illness; 2) Managed Behavioral Care; 3) Evaluation of Innovative Programs; 4) Services for Geriatric Populations; 5) Vocational Rehabilitation; 6) Cost Effectiveness; and 7) Pharmacoeconomic Studies. The Center seeks applications from persons with a Ph.D., M.D., or equivalent doctoral degree and a strong commitment to a career in mental health services research. Past applicants have come from both qualitative and quantitative backgrounds in disciplines such as anthropology, demography, social welfare policy, health administration, clinical and community psychology, etc. Applications are accepted throughout the year. Both recent graduates as well as those seeking to enhance their skills in new areas are welcome to apply. Stipends vary with experience. For further info, view our web site at <http://www.med.upenn.edu/cmhsr/>, or contact Dr. Aileen Loftholm (phone: (215) 349-8707 or e-mail: al@cmhpsr.upenn.edu) or Mark Salzer, PhD (phone: (215) 349-8483 or e-mail: salzer@cmhpsr.upenn.edu) The Center for Mental Health Policy and Services Research, University of Pennsylvania, 3600 Market Street, Room 200, Philadelphia, PA 19104-2648, fax: (215) 349-8715.

SCRA MEMBERSHIP APPLICATION

1. Name: _____

2. Mailing Address: _____

3. E-mail Address: _____

4. Telephone: _____ 5. FAX: _____

6. I wish to join the SCRA as a... (Circle one)

- a. Member
- b. Student

7. In the APA, I am a... (Circle one)

- a. Fellow
- b. Member
- c. Associate
- d. Student
- e. Not a Member

8. I want to be listed with the following interest groups: (Check as many as apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Aging | <input type="checkbox"/> Disabilities | <input type="checkbox"/> Self-Help and Mutual Support |
| <input type="checkbox"/> Applied Settings | <input type="checkbox"/> Prevention & Promotion | <input type="checkbox"/> Stress and Coping |
| <input type="checkbox"/> Children & Youth | <input type="checkbox"/> Rural | <input type="checkbox"/> Undergraduate Awareness |
| <input type="checkbox"/> Community Health | <input type="checkbox"/> School Intervention | |

9. Applicant's Signature: _____

10. ☐ Check here if you do NOT want to be listed in the SCRA Membership Directory.

11. Enclose a check or money order in US funds payable to "Society for Community Research and Action" for annual dues: Members \$35, Students \$18. Mail to Jean Rhodes, SCRA Treasurer, Department of Psychology, University of Illinois, 603 East Daniel Street, Champaign, Illinois 61820.

Consider a Tax Deductible Contribution to SCRA

Please consider a tax deductible contribution to support The Society for Community Research and Action. Your contribution can benefit SCRA in a number of ways. For example, a contribution of \$35 can support membership of an international colleague whose membership is prohibited because of financial constraints.

Please send your contribution
 payable to "SCRA" to:
 Jean Rhodes, SCRA Treasurer
 Department of Psychology
 University of Illinois
 603 East Daniel Street
 Champaign, IL 61820

Rank Order an Award Preference (Optional)

I want my contribution to fund...

- ☐ Harry V. McNeil Award for Innovation in
Community Mental Health
- ☐ SCRA Awards Fund
- ☐ SCRA Dissertation Award
- ☐ Ethnic-Minority Mentoring Award

About The *Community Psychologist*...

The Community Psychologist is published four times a year to provide information to members of the Society for Community Research and Action (SCRA). A fifth membership issue is published every two years (odd-numbered years). Opinions expressed in *The Community Psychologist* are those of the individual authors and do not necessarily reflect official positions taken by the Society. Materials that appear in *The Community Psychologist* may be reproduced for educational and training purposes. Citation of the source is appreciated.

To submit copy to The *Community Psychologist*:

Articles, columns, features, letters to the editor, and announcements should be submitted typed, double-spaced, and accompanied by IBM double density computer disk. Send to: Shelly P. Harrell, TCP Editor, California School of Professional Psychology, 1000 South Fremont Ave., Alhambra, CA 91803-1360. Submissions can also be sent via e-mail to: tcp@mail.cspp.edu. **Deadlines for open submissions in 1999 are: January 5 (Winter issue), March 1 (Spring issue), June 1 (Summer issue), and September 1 (Fall issue).** Column Editors should send a statement of intent to submit an article and page number estimate by those dates. (Deadlines for SCRA columns only are: January 15, March 15, June 15, and September 15.)

Subscription Information:

The Community Psychologist and the *American Journal of Community Psychology* are mailed to all Division 27 members. Students and affiliates may join the SCRA and receive these publications by sending \$18.00 for students and \$35.00 for affiliates and members to Jean Rhodes, Dept. of Psychology, University of Illinois, 603 East Daniel St., Champaign, IL 61820. (Dues are per calendar year.) The Membership Application is on the inside back cover.

Change of Address:

Send address changes to Jean Rhodes, Department of Psychology, University of Illinois, 603 East Daniel St., Champaign, IL 61820. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., N.E., Washington, DC 20002-4242.

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The *Community Psychologist*

FROM:
Society for Community Research and Action
The *Community Psychologist*
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