



The Community Psychologist

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Division 27 of the American Psychological Association

From the President

Fabricio E. Balcazar

University of Illinois at Chicago



No Time to Pause

Summer is a time to slow down and enjoy the outdoors. Especially after this long winter we had, particularly in the Nordic States, which have been designated as the place

where the Polar Vortex now resides. The environmental conditions of the world appear to be changing before our eyes and we seem to be unable to stop the process. Many of our members would argue that now more than ever is the time to act in a way that is environmentally responsible. There are many ways to save or conserve energy and water, or to reduce pollution, and it is, in part, a matter of becoming more aware of our daily behaviors in relation to our energy and water utilization. But that is only a personal starting point. To amplify the impact requires coordination and collaboration. What if more community psychologists become involved in promoting community projects to save energy or water or reduce local pollution? What projects are being implemented? Are there funds available to help communities organize? I would like to encourage members to share their stories with all SCRA members. Perhaps we can have a “green corner” in the SCRA website where members can share useful ideas about environmental projects they have been involved with that could be replicated elsewhere. Sometimes what we need is to inspire each other into action.

Talking about action, I must confess that I am worried about the upcoming mid-term congressional elections in November in the US. I am concerned about a political agenda that is arguing for the elimination of many federal programs and industry regulations as an uncompromising principle, in the name of getting rid of “Big Government.” There is a possibility that the balance of power may shift in the U.S. Senate. Nobody knows of course what will happen but the situation could become very difficult for a lot of people, particularly for individuals of middle and lower socio-economic status. At last year’s Midwestern Psychological Association meeting in Chicago, I was delighted to see a document that a team of students from DePaul University under the supervision of Professor Lenny Jason prepared to highlight some of the programs that could be affected by the proposed budget cuts. The list is dramatic and the repercussions are very serious. I think it is useful to have personal and/or group discussions about this agenda in order to help more people develop a clearer understanding of what is at stake and encourage them to vote.

I want to call your attention to other ways in which community psychologists can support or assist in developing projects to build community. I often hear comments from some of my students and friends that they do not know their neighbors. Some live in apartment buildings and others in single family houses. This situation is more common among people living in large urban areas. Yet, we all need to be connected and we all need to build trust and personal relationships. But how do we do it? I welcome your suggestions and invite you to share your experiences on the SCRA website, Facebook and Twitter accounts. I can mention a couple of personal experiences from my own neighborhood. I live in a community that has about 100 houses with only one street entrance. There is a volunteer neighborhood association that conducts multiple events

throughout the year (Fourth of July parade for the kids, progressive dinners in the fall, barbeque and ice cream social in the summer, and presents for Santa in the winter--yes the idea is to give presents to Santa after he comes to your home to take pictures with the kids). What these activities do is give people the opportunity to know each other. In a nearby community there is a community garden with about 30 plots for people who want to have a vegetable garden. People get to know each other and share some of the vegetables with each other, family members and friends, or other neighbors. I have also noticed that most people get connected with each other through their kids. I have a group of friends who are the fathers of the friends of one of my children. We connected through a program sponsored by the YMCA over eight years ago. Although our kids are now in college, we still get together to play poker sometimes and started a book club last year. The experience of the book club is bringing us closer and engaged in interesting discussions, while allowing us to pursue our own individual interests and share them with the group (for instance, I have them read Paulo Freire and Noam Chomsky).

I think that the experience of being an immigrant to this country and having no relatives around makes me more aware of the need to be intentional in cultivating personal relationships with people. My students from India and other Asian countries are very much connected with each other through dinners. Sharing food is the main mechanism for them to connect and build community. We are also planning with some of my friends to start a “Cooking Club” where we will get together to prepare a meal and invite our spouses. I have also heard about “wine tasting clubs,” and there are many others. So basically people can start a club in any area of interest. The objective is to build community and enjoy each other’s company. But the

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key point is that someone has to take the initiative and start the process. I think we as community psychologists can help either by our own initiatives or by promoting the ideas and making more people aware of the opportunities. Most of these efforts could be coordinated with local organizations, public libraries and/or local governments.

I have recently become engaged in a project to promote self-employment among people with disabilities through the creating of either small businesses or cooperative enterprises. However, I am hearing comments from potential participants in the cooperatives who do not trust other people or are concerned about getting into a business partnership with someone they do not know. I think the over-emphasis on individualism in this society makes many people a bit insecure about participating in such activities. That is not the case in Europe and in many developing countries where people have to rely on each other to succeed. A great example is an "informal lending group." I heard about this idea recently from a friend who has been studying those groups among low-income Mexican immigrants but it is common among immigrants from Asian countries too. The idea is that a group of people come together and agree to save for instance \$100 a month for a period of time. Each of the members of the group will receive the full amount of the group's contributions over the number of months that represent the number of participants. So ten people will contribute for ten months and each will receive \$1,000. People can use the funds in whatever way they want. There is no bank involved and the group is usually organized among people who know each other, so there is trust. I heard recently in NPR that a non-for profit organization in San Francisco is helping create lending groups among people who do not know each other. People sign up through their web site and the agency connects them. The report indicated positive results with only very occasional defaults. The model has great potential. I wonder if there are any community psychologists involved in evaluating some of these creative self-help initiatives. When I was in graduate school in Kansas, I heard about "babysitting cooperatives," where several parents of young children organize to create a token system that allow them to earn points to exchange for free babysitting. Members take care of each others' children without having to pay \$15 or \$20 dollars per hour to have a night out. I would like to invite members to share their experiences with cooperatives. I think these organizations introduce many opportunities for people to build community and trust. They have the potential to build capacity and empower its members through their engagement. As I said before, my wish is for us to inspire each other into taking action and take small steps to make our lives and the lives of those around us a little better.

It has been an honor and a privilege to serve as the president of SCRA!! Thanks to each of you for the role that you have and continue to play in improving SCRA and our communities.
En hora buena! 🌍

From the Editors

**Gregor V. Sarkisian
and Sylvie Taylor,**
Antioch University Los Angeles



We would like to thank Fabricio Balcazar, Ph.D., for his service to SCRA as President over the past year. It was a pleasure to work with Fabricio and we look forward to his continued contributions to SCRA as he transitions to his role as Past President. For this summer issue, we are excited to include two pieces that focus on the newly designed SCRA website as well as the new opportunities and resources that will be accessible to our members and the broader community. Additionally, this issue includes several articles and commentaries highlighting the insights of students engaged in community research and action. Finally, we encourage you to review the SCRA Awards information and nominate someone you know (including yourself). Best Wishes,
Sylvie and Gregor 🌍

Special Feature: SCRA Launches New Web Site!

Written by Ashley Anglin,
on behalf of the Website Task Force

This is an exciting time for SCRA as we announce the public release of the new website [www.SCRA27.org]. We believe that the SCRA website should reflect our values as community psychologists, and those values include inclusivity and accessibility. Although our former website included a great deal of information, much of the content was difficult to access, and some pages were only accessible for current SCRA members. Therefore, the new website includes more public-facing content and resources. When visitors come to the site for the first time, they will be able to see all

of the resources, information, and stories that we have to share in an easy-to-navigate platform.

For SCRA members and non-members alike, the website should be informative, accessible, and promote collaboration and involvement. In practice, the new website aims to meet these goals by including clear and descriptive menu options; greater connectivity to other agencies and organization; new resources and content that facilitate the work of community researchers, practitioners, activists, and policy-makers; and greater capabilities for interactivity, such as blogs, information about how to join committees and interest groups, and the ability for all members to easily add resources and content. Current members will also appreciate the new single-login feature. This means that instead of logging in separately to collaborate on the website (e.g., add resources, post comments) and manage membership, as was the case on the old website, members only have to log in once. The new website site was also designed to be responsive, meaning it adapts to the platform so it can be easily viewed and navigated using any internet-connected device (e.g., laptop, tablet, smartphone).

The development of the new website has also allowed us to put our community psychology values of collaboration and inclusive participation into practice. This website is the product of the combined effort of a diverse range of SCRA members, including Jean Hill and Gina Cardazone (the leaders and organizers of this initiative), Ashley Anglin, Kyras Brown, Michael Brubacher, Victoria Chien, Jim Cook, Scotney Evans, Jeremy Fremlin, Sharon Johnson-Hakim, Carlos Luis, Gregor Sarkisian, Sylvie Taylor, Jack Tebes, and Lindsey Zimmerman, as well as many other dedicated SCRA members who contributed their time and resources to develop and expand the new website. And, because this is an ongoing process, it is not too late to get involved!

What to Expect on the New Website

The homepage of the new website is designed to be welcoming, attractive, and provide visitors with a quick way to find the information they need. The pages and content of the website are organized under six primary sections for ease of navigation: Who We Are, What We Do, Publications, Resources, Events, and Membership. In order to help you get acquainted with the new website, a summary of these sections and their content is included below.

Who We Are

This section is vital to our organizational goal of spreading the word about community psychology and recruiting new members, as it includes the vision, mission statement, principles, goals, and guiding concepts of SCRA. Much of this information is not new, and you will likely recognize these sections from the old website. However, it is easier to access and read on the new website. New visitors will be able to quickly navigate from the homepage to find out what makes community psychology unique; it showcases our commitment to promoting health and empowerment and to preventing problems in communities, groups, and individuals (the SCRA mission), as well as our organizational goals of understanding behavior in context, working toward social justice, and promoting an international field of inquiry and action that respects cultural differences and diversity and honors human rights.

This section also includes information about the SCRA leadership, committees and councils, interest groups, regional coordinators, and interorganizational collaborations.

What We Do

The “What is Community Psychology?” subsection expands upon the information provided on the “Who We Are” page by sharing how we put our values and goals into practice. It showcases the diversity of community psychology careers, activities, and educational programs, and is intended to give those new to the field of community psychology, in particular, a comprehensive picture of what it means to be a community psychologist. It also

includes downloadable resources that address the question, “what is community psychology?,” which can be used by non-members to learn about the field and by SCRA members to disseminate information about community psychology and our organization.

The additional webpages in this section fall under five subsections: Education, Research, Practice, Policy, and Get Involved. The education subsection is generated and maintained by the SCRA Council for Education Programs (CEP), and includes a section for the history of the CEP, information about and for academic programs, resources and advice for teaching community psychology (and other related courses), and resources for clinical internships and postdoctoral training. For example, in this subsection you can find undergraduate and graduate syllabi and activities for the teaching of community psychology and related courses (such as program evaluation and community interventions); download videos on important CP topics; search for academic programs that offer degrees in community psychology and related fields; and post or find information about clinical internships and postdoctoral positions.

The Research pages include a research highlight and a collection of community psychology research topics, methods, and tools. This area of the site is designed so that all SCRA members can add material. If you have a resource related to a specific research topic or method, please add it! You can find instructional videos describing how to do this in the Membership section under “using this site”.

The next subsection—Practice—represents the work of the SCRA Community Psychology Practice Council (CPPC). It is the home for information about the CPPC and their current activities, the competencies for community psychology practice, and Community Mini-Grants. It also includes practice-related documents and resources, a link to a practice blog, and information about how to become involved in the CPPC. Specifically, within this subsection you can learn about the 18 community practice competencies (developed in collaboration between the CPPC and CEP), which include competencies related the foundational principles of community psychology, community program development, community and social change, and community research; apply for a Mini-Grant; join the CPPC and view minutes from past meetings; and access a blog highlighting the work of community practitioners.

The Policy subsection—created and maintained by the SCRA Public Policy Committee—is where visitors can access official SCRA policy position statements; view rapid response actions (a process that provides a mechanism for SCRA, as an organization, to evaluate and potentially adopt public stances or action plans on public policy issues of a time sensitive nature); access additional resources for policy-related activities; as well as find information about the policy small grant program and policy topic areas. More specifically, using the links and information in this subsection, visitors can view calls and procedures for policy grant proposals, explore policy topic areas relevant to SCRA, such as prevention, children and adolescents, employment, health, housing, and substance use; and learn how to be an effective advocate.

Finally, the Get Involved subsection provides information about current initiatives and information on contributing to those initiatives and joining our committees, councils, and interest groups.

Publications, Resources, Events, and Membership

As you might expect, the Publications section of the new website houses information about SCRA publications, including the *American Journal of Community Psychology*, and *The Community Psychologist*, as well as other journals relevant to community psychology. All current and past issues (dating back to 1990) of *The Community Psychologist* are available on the SCRA site itself. Members can also follow a link on the website to directly access the AJCP; all other related journals listed in this section include links to the homepage of each journal.

Although resources are spread across the sections described

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AGING

The Aging Interest Group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.

Chair: Andrew Hostettler,
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CHILDREN, YOUTH & FAMILIES

The Children, Youth & Families 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.

COMMUNITY ACTION

The Community Action Interest Group explores the roles and contributions of people working in applied community psychology settings.

Chair: Bradley Olson,
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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.

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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.

Co-Chairs: Open

EARLY CAREER

The ECIG focuses on developing and enhancing the skills of early career community psychologists (less than seven years of experience post terminal degree) by creating opportunities for mentorship, networking, and leadership within the SCRA organization.

Co-Chairs: Michèle Schlehofer,,
mmschlehofer@salisbury;
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liena@oldwestbury.edu

ENVIRONMENT & JUSTICE

The Environment & Justice Interest Group is focused on research and action related to global climate change and environmental degradation. With a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequality, this group explores the role community psychology can and should play in understanding in these urgent changes to our ecology.

Co-Chairs: Laura Kati Corlew,
lkcorlew.uh@gmail.com;
Allison Eady
allisoneady@gmail.com

INDIGENOUS

The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific branch of the Society for Community Research and Action. The aims of this group are interrelated. Firstly, it wants to support SCRA members who are conducting indigenous research by providing a forum for the exchange of ideas, literature and experience. This will assist the Group's more specific focus which is to utilize our combined resources more effectively to conduct strengths-

based praxis towards raising public awareness of the plight of indigenous people and addressing the social justice issues they face in oppressive dominant societies.

Co-chairs: Open

LESBIAN, GAY, BISEXUAL, & TRANSGENDER (LGBT)

The LGBT Interest Group increases awareness of the need for community research and action related to issues that impact LGBT people, and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities, and/or who identify as LGBT.

Co-chairs: Richard Jenkins,
jenkinsri@mail.nih.gov;
Maria Valente, valent60@msu.edu

NEW GRADUATE PROGRAMS

The mission of New Graduate Programs Group is to support and strengthen new graduate education programs of the SCRA nationally and internationally.

Co-Chairs: Tiffeny R. Jimenez,
tiffeny.jimenez@nl.edu

ORGANIZATION STUDIES

The Organization Studies Interest Group is a community of scholars who are interested in community psychology themes (e.g., empowerment, ecological analysis, prevention, sense of community) in organizational contexts, and in importing organization studies concepts, methods, models, and theories into community psychology.

Co-Chairs: Kimberly Bess,
kimberly.d.bess@vanderbilt.edu;
Neil Boyd, neil.boyd@bucknell.edu

PREVENTION & PROMOTION

The Prevention & Promotion Interest Group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.

Co-chairs: Annie Flynn,
afflynn1@depaul.edu;
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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.

Co-Chairs: Susana Helm,
helms@dop.hawaii.edu;

SCHOOL INTERVENTION

The School Intervention Interest Group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.

Co-chairs: Melissa Maras,
marasme@missouri.edu;
Joni W. Splett,
splett@mailbox.sc.edu

SELF-HELP/ MUTUAL SUPPORT

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 groups and organizations.

Chair: Greg Townley, gtownley@pdx.edu

*Last updated 06/10/14

above, the Resources section allows for easier access to resources site-wide. For community members, this includes information about community resources, such as the Community Toolbox and the SCRA Member Directory. For Community Psychologists, there is information related to grants and financial support and secondary data services (including publically available secondary data sources that can be used in research). This section also includes news/announcements, a job board, the conference line schedule, a file library, and featured SCRA videos. Of this content, the file library has the most notable impact on the accessibility of resources and the documentation of organizational history, as it archives all SCRA documents and allows visitors to search for any document publicly available on the website in one place.

Finally, the Events and Membership sections provide a way for members to stay up-to-date on SCRA activities and for new website visitors to become members. Specifically, the Events section includes information about the Biennial Conference and regional conferences, and includes a comprehensive calendar of events, which informs members of conferences sponsored by related organizations, continuing education opportunities, and university-sponsored events. The Membership section contains information on how to become a member and renew membership, SCRA awards and Fellows, listserv communication, member directory, and instructions on how to use the site (e.g., how to find resources, add content, and manage your membership). The Member Directory is one of the main features of the new site. It is a searchable database of all SCRA members (who can opt-in to determine whether they want their information to be publicly available), which will, for example, facilitate research and consultation activities, allow visitors to connect with members, and to make our work more accessible to a variety of audiences.

Ongoing Initiatives and Big Ideas

As we've learned from our community projects, the work does not stop after implementation. The same applies to the new website: In creating current content and resources, we have been looking toward the future. For example, the CEP is currently working on a searchable document that will include detailed, up-to-date information on academic programs in community psychology and related fields, as well as online support for curriculum development based on the practice competencies. The CPPC is also working to generate new content, most notably the Connect to a Practitioner resource, which will include detailed information about community practitioners. This resource will be downloadable and will be sent to programs to allow students and faculty to search for a practitioner in their area (or practitioners who are willing to travel) to work as consultants, present on their area of expertise, or host workshops. The CPPC is also working on online learning courses and tools. These big ideas are the next steps, which will enhance the website and better serve the SCRA membership and others interested and involved in community work. However, the completion of these next steps will not make the site "complete;" we aim for the website to be flexible and dynamic, changing to incorporate new technologies and to meet the goals and needs of the organization, its members, and those we work with in our communities.

Get Involved

From sending us your feedback, to taking an active role on the Website Task Force, there are many opportunities for you to get involved in this process. And you don't need to be tech savvy to make a contribution! Most importantly, we need your feedback and ideas. Let us know how the website can better serve you, the communities you live and work with, and the organizations with which you are involved. There are also some specific content areas that could use additional resources and content, such as the research topics, methodologies and tools for community research, and IRB support. In addition, resources related to teaching community psychology and related courses, policy tools and strategies, and lessons learned from community practice are always welcome.



The Community Psychologist

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WOMEN'S ISSUES

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Members can add resources directly to some areas of the site, and training videos—which are available in the Membership section—can facilitate this process.

If you are a community practitioner, make sure you are included in the Connect to a Practitioner resource, and if you are interested in getting involved, but haven't yet had the chance, a great way to begin is by joining a committee or interest group. Finally, you can encourage your community partners, peers, and co-workers to check out the website and share their feedback. From the beginning, it has been our goal for the website to be a platform for spreading the word about community psychology and providing all community activists, practitioners, and scholars with an opportunity to join the SCRA family. Overall, we hope you find the new website to be attractive, informative, and easy-to-navigate. With this new site, we look forward to supporting and expanding the work that we do in and with our communities. 🌐

Community Health

*Edited by David Lounsbury
and Darcy Freedman*

The Community Health Interest Group (CHIG) includes over 300 SCRA members who are committed to advancing the intersections of community psychology, public health, and healthcare delivery. In this commentary, Venoncia M. Baté-Ambrus, a Co-Chair of the CHIG, offers practical guidance for forging these intersections through Community Health Workers. As Baté-Ambrus highlights, the community health worker model and the field of community psychology are “kindred spirits” with an “historic and symbiotic relationship” that can be built upon to promote health for individuals and their communities. The passage of the landmark Affordable Care Act has heightened the value and role of community health workers for promoting health equity. Community psychologists working on health-related topics in diverse contexts will benefit from seeking partnerships with community health workers to identify mutually beneficial opportunities to advance health and social justice.

**Kindred Spirits:
Community Psychologists,
Community Health
Workers (CHWs) and the
Case for Mutual Support**
*by Venoncia M. Baté-Ambrus, PhD
candidate (CHW and Community Health
Psychologist)*

Back to the Beginning

The birthplace of U.S. American Community Psychology is widely accepted as the 1965 Swampscott Conference in Massachusetts at which clinical psychologists convened to explore pedagogies that could be adopted to prepare psychologists to meet the growing needs of clients in community mental health centers. An output of this conference was an admonishment that psychologists could not be passive purveyors of therapeutic services but rather active participants in addressing community problems, i.e. change agents and political activists. The prevention model of public health and community action approaches were espoused as orientations for the young community psychology discipline (Dalton, Elias & Wandersman, 2007).

Peer educators also known as Lay Health Advisors (LHAs), Community Health Workers (CHWs) and various other titles are advocates, teachers and facilitators. Their roots can be traced into antiquity. As long as there have been communities there have been trusted members within them revered for their knowledge, ingenuity and ability to help others solve problems and access resources. In the 1950s-60s U.S. CHWs began to flourish with the support of Lyndon Baines Johnson's Great Society Programs. The earliest official U.S. CHW programs were on Native American reservations to aid indigenous people in accessing vital health and community resources in culturally appropriate ways (Baté, 2013).

Since the 1960s Dr. Robert Reiff, a pioneer of the burgeoning field of community psychology, advocated for the deployment of indigenous, non-professional workers, such as CHWs, to serve as facilitators between professional workers and the low income people that they serve (Dalton et al., 2007). Hence from the origin of our vocations, there has been an historic and symbiotic relationship between community psychologists and community health workers.

Beyond common origin to shared cosmology: CP and CHW definitions, roles, competencies and scopes of practice

Both vocations were borne out of a strong need and desire to empower communities, improve access to services and value diverse cultures. To gain a better understanding of paradigms of CP and CHWs, the seminal texts for each was explored for definitions, roles, competencies and scopes of practice. Additionally, Dr. Judah Viola, Community Psychologist was consulted for his recent research on common roles and responsibilities for Community Psychologists.

Dalton, Elias and Wandersman (2007) in *Community Psychology: Linking Individuals and Communities* offered the following definition: Community Psychology concerns the relationships of individuals with

communities and societies. By integrating research with action, it seeks to understand and enhance quality of life for individuals, communities and societies. Community psychology is guided by its core values of individual and family wellness, sense of community, respect for human diversity social justice, citizen participation and community strengths, and empirical grounding (p. 15).

The American Public Health Association (APHA) CHW definition: A Community Health Worker (CHW) is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community being served. This trusting relationship enables CHWs to serve as a liaison/link/ intermediary between health and social services and the community, to facilitate access to services and improve the quality and cultural competence of service delivery. A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy (Berthold, Miller & Avila-Esparza, 2009, p. 9). Boxes below compare roles, competencies and scopes of practice.

A Call to Action: Making the Case for Mutual Support

As indicated in the tables below, community psychologists and community health workers share similar value propositions and orientations including: *Prevention, intervention and health promotion, advocacy, community organizing, community development, diversity, empowerment, equity and social justice*. Additionally both vocations have similar origins, reasons for being and trajectories. Likewise community psychology and community health work have similar challenges as non-clinical occupations within hierarchical systems based upon the traditional medical model in which intervention is more common than prevention. Moreover both vocations must increase visibility and explicate value to stakeholders who may be unfamiliar with their worth.

Advantageous to both community psychologists and community health work is a paradigm change catalyzed by the Affordable Care Act which is moving healthcare from “fee-for-service” to “pay-for-performance.” This shift means new opportunities for community-based interventions to improve the individual's experience of care, the health of the population and reduce cost of care (Triple Aims). The Federal Register (July 14, 2013) Part 440 Section 130 Diagnostic, Screening, Preventive and Rehabilitative Services states that services can be prescribed by a physician or licensed professional of the healing arts if intended to prevent disease, disability and other health conditions or

their progression, prolong life and promote physician and mental health and efficiency. This opens the door for non-clinical services such as those of CHWs to be reimbursable under Medicaid, pending state approval.

Box 1.1 Community Psychology Roles	Community Health Workers Roles
Community liaison/building multi-sectorial partnerships	Cultural mediations between communities and health & social service systems
Program evaluation (non-profit, government agencies, community health, schools)	Informal counseling and social support
Connecting stakeholders, finding gate keepers	Providing direct services and referrals Assuring people get the services that they need
Public health advisor/Health-related advocate/ Academician	Providing culturally appropriate health education
Executive directors/program managers	Advocating for individual and community needs
Collaboration and outreach coordinator	Building individual and community capacity
Community-based researchers	Participating in community-based participatory research (emerging interest)
Organizational development/consultation	Training and Supervision (emerging interest)

Box 1.2 Community Psychology Competencies	Community Health Workers Competencies
Small and Large Group Processes	Communication Skills
Ethical, Reflective Practice	Interpersonal Skills
Sociocultural and Cross-Cultural Competence Prevention and Health Promotion Participatory Community Research	Knowledge base about the community, health issues and available services
Program Development, Implementation and Management Program Evaluation Ecological Perspectives	Service Coordination Skills
Community Organizing and Community Advocacy Public Policy Analysis, Development and Advocacy	Advocacy Skills
Consultation and Organizational Development	Organizational Skills
Community Education, Dissemination, and Building Public Awareness	Teaching Skills
Community Leadership and Mentoring Collaboration and Coalition Development Community Inclusion and Partnership Community Development Resource Development Empowerment	Capacity-building Skills

Box 1.3 Community Psychology Scope of Practice	Community Health Worker Scope of Practice
Developing and evaluating culturally and linguistically appropriate health education and information	Providing culturally and linguistically appropriate health education and information
Developing, coordinating and evaluating programs and services	Providing informal counseling and peer support
Engaging in CBPR and other participatory research modalities	Recruitment of clients or study participants, including provision of informed consent
Conducting interviews with organizational clients	Conducting initial interviews with new clients
Developing systems to aid patient access	Supporting clients to access services
Supporting organizational clients in better understanding their own questions, resources, knowledge, and options for action and services	Supporting clients in better understanding their own questions, resources, knowledge, and options for action and services
Supporting communities in communicating their questions and concerns	Supporting clients in communicating their questions or concerns
Supporting organizational/community clients in developing and implementing a plan to reduce risks and to enhance health	Supporting clients in developing and implementing a plan to reduce risks and to enhance their health
Assessing effectiveness of behavioral change strategies and programs	Supporting clients in changing behaviors
Helping communities develop and access resources	Providing case management services and referrals
Community organizing and advocacy	Community organizing and advocacy
Grant writing/Grant management	Grant implementation

Note. Boxes 1.1-1.3 were created utilizing community psychology roles (J. Viola, personal communication, February 4, 2014), competencies (Dalton & Wolfe, 2012), and scopes of practice (J. Viola, personal communication, February 4, 2014) and Community Health Worker roles, scopes of practice and competencies (Berthold et al., 2009).

How can Community Psychologists and Community Health Workers Collaborate to Capitalize on New Opportunities?

1. **Community psychologists** can determine whether their municipality, county, township or state has a CHW coalition. If yes, community psychologists can work with coalitions to advance the CHW agenda, typically around issues of funding/sustainability, research and evaluation, training/curriculum development, policy/advocacy, workforce development, certification and social marketing. If no, community psychologists can collaborate with CHWs to form coalitions.
2. **CHWs** can specifically request the services of community psychologists in developing, evaluating and sustaining their coalitions and/or advancing their agenda, understanding that community psychologists are poised to assist because of similar histories, challenges and values.
3. **Community psychologists** can advocate alongside of CHWs for state officials to approve Medicaid reimbursement for preventive services provided by CHWs under Rule 440-130.
4. **CHWs and Community psychologists** can work together on Community-Based Participatory Research and other participatory research methods.
5. **CHWs and Community psychologists** can collaborate on increasing the visibility of both professions, advocate for mutual employment opportunities in public health, healthcare, social service, education and other sectors.
6. **CHWs and Community psychologists** can work with healthcare systems and communities to implement the Affordable Care Act's Triple Aims.
7. **CHWs and Community psychologists** can support the work of one another to empower communities, promote health, advocate for positive change and advance social justice.

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Community Ideas

Edited by Gina Cardazone

Next Generation Evaluation

Evaluation is a core competency for community psychologists, and is increasingly valued by practitioners, grantmakers, and community partners. Often, evaluation is framed in terms of accountability, and is associated with specific grants or projects. However, community psychologists know that evaluation is about much more than accountability. Appropriately deployed, evaluation can enable ongoing organizational learning, and more effective community action.

In November 2013, the Stanford Social Innovation Review (SSIR) and the Foundation Strategy Group (FSG) co-sponsored a conference titled *Next Generation Evaluation: Embracing Complexity, Connectivity, and Change*. The conference focused on three approaches to evaluation that were deemed to be game-changers: Developmental Evaluation, Shared Measurement, and Big Data.

As community psychologists, we are often called upon to conduct evaluations. The good news is that the values and trends identified as being essential to next-generation evaluation are by and large extremely compatible with the values of community psychology. In a learning brief created prior to the conference (Gopalakrishnan, Preskin & Lu, 2013), FSG listed 6 characteristics of next generation evaluation:

1. Evaluation of whole systems vs. individual programs and projects
 2. Shorter cycles and more real-time feedback using alternative formats vs. a fixed plan with end-of-year reports
 3. Newer, innovative, often digital data collection vs. exclusively traditional data collection methods
 4. Shared responsibility for learning across multiple organizations vs. evaluation required by one foundation for one grantee
 5. Sophisticated data visualization and infographics vs. traditional data reporting
 6. Everyone collecting and using data vs. only evaluator collecting data
- It is important to note that, although

the characteristics of next-generation evaluation are being presented in contrast with traditional evaluation, they are viewed as complementary approaches rather than competitors. However, it is clear that many of the characteristics of next generation evaluation are in line with the principles and practices of community psychologists.

The focus on evaluation of whole systems is directly related to community psychology's long-held focus on systems change (Foster-Fishman, Nowell, & Yang, 2007). The emphasis on short-term cycles and real-time feedback is compatible with the principles and practices of community practitioners who believe that evaluation should be a tool for organizational learning, rather than simply a mechanism to assess outcomes and determine funding allocation (Fetterman, 2002). The shared responsibility for learning across multiple organizations is clearly connected to community psychology's longstanding tradition of working with coalitions and collaboratives (Wolff, 2001), and both this and the imperative for everyone to collect data are compatible with community psychology's emphasis on empowerment (Fetterman, 2002; Perkins & Zimmerman, 1995).

While the focus on innovative digital data collection and sophisticated data visualization does not at first glance appear to be related to principles of community psychology, these technologies may enable more democratic participation in data collection and interpretation. Participatory research methods and the dissemination and practical use of research results are highly valued by community psychologists, and these activities can be aided by judicious use of emerging technologies. The proliferation of digital infrastructure is listed as one of the major trends driving the transformation of evaluation practices, along with philanthropic innovations and changes in stakeholder interactions.

The primer provides summaries and examples of the three "game-changing" approaches that were the focus of the conference. Here I'll provide a quick overview of each of these, though I do refer you to the primer and materials from the conference, as well as other sources (see resource list) for more information.

Developmental evaluation was first described by the ever-prolific Michael Quinn Patton (2011). In short, it is an approach to evaluation that emphasizes real-time feedback and learning and adaptation, both in programs and in evaluation methods. It is presented in contrast to pre-planned evaluations following a linear pathway based on a logic model. It is especially useful for evaluating innovative programs in which the theory of change is non-linear or

hasn't been fully articulated, and activities or targeted outcomes may change over time (Gamble, 2008). The primer provides an example of an evaluation of a college prep program that was dynamic and adaptive, which was necessary not only because of the experimental nature of the program, but also because of ongoing changes in partnerships and the environment influencing the program.

Shared Measurement refers to cases where there is mutual learning among multiple organizations which share data and collectively determine common indicators and outcomes. This is presented as a complement to program or organization level evaluations, which are still necessary. The primer provides an example of a collaborative effort organized by a federal agency, an alliance of Arizona-based nonprofits, and a community foundation. In partnership with 15 nonprofit organizations, they determined indicators at multiple levels, including indicators that were shared by the entire cohort and a common pool of customizable indicators.

Big Data is a term whose popularity has grown exponentially over the last couple of years. The term is used in an attempt to capture perceived changes in data that result from developments in digital infrastructure, characterized by the three "V's" – volume, variety, and velocity. The ability for people to gain rapid access to huge amounts of data, including everything from cell phone records to sensors tracking climate information, has been compounded with improvements in the ability to store and manipulate such vast quantities of data. Although there are dangers in overreliance on easily obtained digital data, there is no doubt that the big data revolution has led to new opportunities in business, science, and the social sector. The primer uses the example of a UN-sponsored program that uses data from multiple sources such as social media and bank records, to find information that can help vulnerable populations.

Some aspects of these approaches have been in use for years by community psychologists, whether or not we've used the same terminology (e.g. developmental evaluation), while others particularly those relying on recent changes in digital infrastructure, may still be very new to researchers and practitioners. In any case, community psychologists should be at the forefront of innovation in evaluation, ensuring that these developments can be put to maximum use in increasing empowerment, improving individual quality of life, and strengthening communities.

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Resources on Next Generation

Evaluation: Next Generation Evaluation Conference Archive: <http://www.fsg.org/nextgenerationevaluation.aspx>

Developmental Evaluation: http://betterevaluation.org/plan/approach/developmental_evaluation and <http://aea365.org/blog/michael-quinn-patton-on-developmental-evaluation-applying-complexity-concepts-to-enhance-innovation-and-use/>

Shared Measurement: Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36-41.

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Big Data: <http://www.fsg.org/KnowledgeExchange/Blogs/StrategicEvaluation/PostID/440.aspx> and <http://aea365.org/blog/stephanie-fuentes-on-harnessing-big-data-in-higher-education-evaluators-as-data-scientists/>

The Community

Practitioner

Edited by Susan M. Wolfe

This article describes a project that was completed in Cairo, Egypt with funding from a SCRA Mini-Grant.

Experiencing CP Values in Action

Written by Amy Carrillo, Seham Kafafi, and Omar Ezzeldin, formerly at The American University in Cairo

As community psychologists, we are committed to demonstrating values such as diversity and social justice with a focus on psychological sense of community, collaboration, and highlighting community strengths. However, "talking the talk" can be very different from "walking the walk." Three of us who worked on a community initiated cultural event will briefly share what we did, how we did it, and the benefits and challenges of working with community partners.

Amy Carrillo, Assistant Professor (American)

When I initially planned to engage the community (represented by the Nuba Mountains International Association's Executive Committee), I anticipated implementing a Photo Voice Project with Sudanese youth living in Egypt. I had seen Photo Voice presentations at the SCRA biennials and was drawn to this creative approach to data collection that offered the possibility of minimizing the language barrier. After locating a sample training manual, I was optimistic that the AUC team would be able to use this methodology to share the experience of Sudanese youth with others in Cairo and beyond.

Contrary to my expectations, when the AUC team, three undergraduate students and I, approached the Nuba Mountains International Association, they were not interested in Photo Voice but rather requested to work on a cultural event. The research team's initial reactions were "What do we know about planning cultural events?" And "What does this have to do with research?" However, we agreed to collaborate with the Association and took our time in determining the best research approach.

Most of my work has focused on underrepresented or marginalized groups and in this way, a cultural event celebrating the Nuba Mountain people of Sudan was a great fit. The Nuba Mountains committee

explained that the cultural event was not just about showcasing their cultural heritage but an opportunity for the community to come together, an unusual event in the cramped city of Cairo. Additionally, the community was hoping to spread awareness concerning the situation in the Nuba Mountains, an issue of social justice.

The NMI called the event “Nuba Day” and 8 of the 13 tribes represented by the Nuba Mountains Association prepared to present their tribal dances and traditional songs in their mother tongues.

The American University in Cairo provided a space on campus for the event, and we received a SCRA community mini-grant covered the expenses of renting a sound system and preparing costumes. The event was held on April 26, 2013 and fell victim to its own success, ending early due to the overwhelming number of attendees.



Reflecting on this community collaboration, developing trust was the biggest challenge but also the most rewarding lesson I learned. As a supervisor engaging in the unfamiliar tasks of planning a cultural event, I relied on my team's diverse skill set to implement the event. Additionally, in navigating the ups and downs of event planning and the event itself, I learned how important building relationships with the community can be especially when the stakes are high (1,000 people need to be dispersed) and how rewarding it feels to know that others consider you and your reputation in their decisions (the NMIA considered my reputation at AUC in choosing to end the event early).



I can honestly say that Nuba Day was one of my most meaningful accomplishments. The American University in Cairo campus that is typically home to wealthy Egyptian youth was hosting hundreds of Nuban refugees. The campus space that I saw as a safe space for me and my students in the midst of an often chaotic and uncertain political transition period had become a safe space for others. As I observed the giant circle the community had created, I marveled at the sense of community they all shared. Their strengths of organization, collaboration, and care were evident throughout the event. Through collaboration, our team and the NMIA were able to put a few of our community psychology values into action and really “walk the walk.”

Seham Kafafi, Undergraduate Student (American-Egyptian)

Upon completing a course on the psychosocial issues of immigrants, I was deeply motivated to help the thousands of immigrants that are living in unfair conditions in Egypt. Like other refugees who flee their homes, high hopes for a better future are left withered.

After meeting the community, I was excited to begin to put my little experience in community psychology into a full on practice. However, that excitement instantly clashed with my feelings of anxiety. Our colleague who was also participating had to translate from English to Arabic and vice versa, and I felt that this would take away from developing my own personal relationship with the community members of the Nuba Association. Once we finalized the idea for a cultural event, I was excited because I had experience planning events in my university. I felt I could greatly contribute.

The event was a struggle to plan largely due to budgeting issues and finding funding. We were four researchers, and it was hard to imagine that people would find our event appealing enough to put thousands of pounds (Egyptian currency) into a cultural event for a minority group. With the country's numerous economic problems, investing in a group who were not of Egyptian decent did not necessarily appeal

to people. Had we been part of a larger organization it would be possible. However, this budgeting issue was resolved about 5 months later after we applied and received the SCRA grant. Another struggle came in upholding our word to the Association in making the event happen. We had difficulty finalizing a location on our campus. Other student run activities had priority over our event. We preferred this option of having it on campus though because using the facilities was going to be for free. The more we delayed, the more I cringed at the thought of them losing hope in us as researchers.

The year's worth of work came to an end on the day of the cultural event. And it seemed that the emotional rollercoaster and arguing with various stakeholders was completely worth it. The children, youth, parents, and elderly that attended the event were enjoying the performances that other Nubians had organized. I felt happy as I approached them and played with the little children. And I had positive interactions with the adults who approached me. After the event came to a close, the Association and the researchers discussed various issues that had occurred, but very fixable. The most crucial thing that everyone took away from the event was establishing a connection between the university and the Association. Right now, we are coming up with ways to ensure this connection stays intact despite the future plans of myself, and the other researchers. This will be the key to secure long-term development of the Nuba Mountains Association.

Omar Ezzeldin, Undergraduate Student (Egyptian)

I wouldn't call myself a typical psychologist, I am double majoring in both psychology and international law, and I work as a part timer in business, advertising and trainings. I have always had this image of being a psychologist in mind that I will end up in my own clinic or office. Never did I think that I could combine my passion for mingling with people, the energy that I gain from creating events and festivals with the deeply rooted interest in psychology that I have grown as an undergraduate student. The opportunity to be part of the Nuba mountains project came by chance in a time when I most needed it. I had several career concerns then as I grew up realizing I cannot be a typical clinical psychologist, I needed some on-ground action in my life. And there I was, meeting with a group of refugees and realizing that maybe what they need at this point is what I do best, festivals.

I came into this research thinking I would spend it in a lab, reading things and living the life a researcher I had in mind. As a matter of fact, it was an escape from the many events I had coordinated in my



undergraduate years. However, the way it ended was that I learnt a lot about the theoretical research part in practice, but more importantly, I knew that research is not only lab oriented anymore.

This project made me know a lot about myself. I know that I get euphoric when it comes to other cultures. One of my best moments is when I listen to folk music in an event that I helped put together. I learnt from my team mates that the world is bigger than my bubble of events and student activities.

The hardest process for me was to always remind myself that I was a community psychologist in this project not an event organizer, so it had to be what the community wants not what I want to achieve, this resulted in a lot of confusion during the planning phase, but it all paid off well upon seeing the community happy in the day of their festival.

Summing Up

To fully understand community psychology's values, we must live them. Like Johann Wolfgang von Goethe so eloquently put it "Knowing is not enough; we must apply. Willing is not enough; we must do." There are exciting opportunities to engage in community initiated projects in any setting. We hope that our story has inspired you to create your own. 🌍

Joint Column: Community Practitioner and Education Connection

Competencies for Practice: Perspectives on Training and Education

Guest Editor:

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Overview and Commentary

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In 2012, a joint SCRA Practice Council and the Council of Education Programs workgroup identified and published a list of

18 competencies for Community Psychology practice (Dalton and Wolfe, 2012). In 2013, two parallel surveys were conducted to assess how and to what extent the graduate programs cover these competencies for practice; program representatives and current graduate students were surveyed separately. Both groups rated each of the 18 competencies in terms of expertise; programs reported on the levels of mastery that most students attain, and students reported the level of skill that they expected to achieve. The results of both surveys were presented at the 2013 SCRA Biennial (Lewis et al., 2013; Lemke et al., 2013) and published in *The Community Psychologist* (Connell et al., 2013; Brown et al., 2014).

The goal of this article is to advance the discussion on training for the identified practice competencies by comparing and contrasting the perspectives of the community psychology (CP) training programs with those of students. It is our hope that this analysis, along with included commentaries from students, faculty, and practitioners, will help identify workable steps towards improving graduate education for practice within the field.

Two Perspectives: Comparing and Contrasting Responses from Students and Programs

Overall, when comparing the perspectives of graduate programs and students, graduate programs reported providing training at a higher level of expertise than students perceived they would attain in their respective programs. A majority of programs reported that for each of the 18 practice competencies, their students will attain a level of "proficiency" or higher on a 5 point scale (ranging from Not readily Available, Exposure, Experience, Proficient, Expertise). Students, in contrast, rated their expected level of expertise upon graduation at the "exposure" level across the majority of the competences using a similar 4-point scale (ranging from Not readily Available, Exposure, Experience, Expertise).

A consistent finding from both student and program responses was the high level of success in training and educational attainment for the foundational competencies "Ecological Perspectives" and "Ethical, Reflective Practice." This success could be due to the pervasiveness of these competencies in the work of Community Psychologists -- although they are listed as competencies for practice, their application and use spans the entire field from applied practice settings to academia and research. Unfortunately, another foundational principle, "Socio-Cultural Perspectives," received very divergent ratings, with programs reporting training at a significantly higher level than students reported receiving.

In general, students and programs agreed on the practice competencies that receive the least attention in practice-related academic training. These include the competencies that fall into the "Community and Organizational Capacity Building" and "Community Social Change" categories, and include: Small and Large Group Processes, Capacity Building, Public Policy Analysis and Advocacy, Community Organizing and Advocacy, and Consultation and Organizational Development. Arguably, the competencies that are the most lacking are the ones most closely identified with the community-action domain of the field -- thus representing a critical training gap. Their applied nature is also likely what makes these competencies more challenging to teach, as, opportunities for training may rely heavily on the availability and type of community partnerships with which students can work to attain these skills. An interesting finding from the student survey was that Masters students reported higher levels of anticipated training in the practice competencies compared to their doctoral student counterparts (see Brown et al., in press). A similar pattern was also observed in program ratings for some of the competencies (see Lewis et al, 2013).

Given these findings, it is clear that programs may benefit from including students in curriculum discussions and evaluation of program content. This is crucial because the level of training that programs would like to provide (based on their overall ratings of effectiveness; no program rated themselves as less than "moderately successful" at training students for practice) may not ideally match student needs and expectations.

Moving Forward

Moving forward, a dual focus should be: 1) making graduate programs and SCRA as a whole, accountable for providing training opportunities for each of the 18 competencies; and 2) ensuring transparency in what programs offer, so that students can better match their desired training goals to program offerings. Although no program should be expected to teach all 18 practice competencies at the expertise level, each of the competencies identified as necessary for community psychology practice should be supported and taught by the field. This commitment requires a broadening of learning opportunities outside of graduate programs to include offerings such as webinars, summer training sessions, sponsored practica, internship or postdoctoral opportunities, and through direct learning opportunities with community practitioners, and interdisciplinary coursework. Additionally, if graduate programs and students are willing to undergo collaborative self-

assessment and curriculum mapping, they could identify the competencies in which their programs specialize and provide this information to potential students. Efforts to begin the process of curriculum mapping have been initiated (Sarkisian and Taylor, 2013) and should be supported and broadened to foster greater student and faculty involvement. Through this and other processes, programs can strengthen their ability to promote stronger development of competencies integral to the practice of community psychology and better meet the expectations of students for training to enter the field.

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The following commentaries represent reactions to the comparison between student and program perspectives from around the field and are intended to

advance the conversation.

The Community Psychology Practice Council Perspective

*Written by Tom Wolff, Ph.D.,
Tom Wolff & Associates,
Founding Co-Chair of the SCRA Practice Council*

From the perspective of the Community Psychology Practice Council (CPPC), we care about the quality and comprehensiveness of graduate training in the community psychology practice competencies. The CPPC focus on competencies began in 2007 in Pasadena at the first Practice Summit where a group worked to create a first draft of Community Psychology competencies.

The data from these two surveys raise questions that are of vital interest to the CPPC. The first major observation is on what the two studies agree on: of all the competencies there is much less focus on the competencies that address community organizing and community social change. However, this must be reconciled with the original definition of community psychology practice: "we aim to strengthen the capacity of communities to meet the needs of constituents and help them to realize their dreams in order to promote well-being, social justice, economic equity and self-determination *through systems, organizational and/or individual change*." (Julian, 2006, p. 68). This then is a significant problem that cannot be ignored. *Present training does not prepare students for the existing definition of CP practice. So what do we do?*

Here we have a dilemma. SCRA has usually taken a laissez faire attitude to what is taught or not taught in the graduate programs of its members. This is partly due to a fear that if we would set expectations, standards, or norms that it would become as oppressive as "accreditation" is for clinical programs. The lack of action is also due to a deep rooted sense of autonomy by the graduate programs.

Yet how can we be a legitimate field Community Psychology if Community Psychology is defined as anything that a Community Psychology program wishes to use as their definition, and anything they wish to teach or not teach. *Complacency as a response to these findings is not acceptable in the view of the Practice Council.* So what changes could address these issues:

- a) Transparency: We propose that every graduate program faculty in collaboration with their students do an internal accounting of how well they

address the 18 competencies, and share this so it is clear to graduate students and applicants.

- b) Programs need to create opportunities for students to access the competencies that are less available in the program. Increased access to Community Psychology practitioners may be one path to accessing these skills. The Practice Council will soon provide useful tools for graduate programs through a Directory of Practitioners who are willing to be available to graduate programs (by visit, Skype, webinars, etc.) to share their experience and expertise.
- c) Creation of a Summer Institute by SCRA (Professional Development Committee in collaboration with the Practice Council). The first years of the Institute would focus on the competencies that these surveys indicate are generally less available to graduate students and new graduates.

A final important issue that emerges from the surveys is the great advantage that the field has when we tackle issues like this in partnership with graduate students as our equal partners. For a field like community psychology that is based on the concept of empowerment we seem often quite reluctant to empower the future of our field – our own graduate students. The Practice Council has certainly found that empowering students has led to many of our greatest achievements as a Council.

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The Student Perspective

*Written by Norma Seledon, MA
and Rafael Rivera, MBA,
Doctoral Students at National
Louis University*

We believe that given the nature of Community Psychology, the 18 practice competencies will likely be considered organic and adaptable moving forward. We would like to add recommendations from our graduate student perspective that we feel are critical for Community Psychology programs to live up to a cornerstone principle, research for action's sake. The following are our reactions and observations to the results of the two surveys.

Reflection on the Academia/Community Action Paradox

The survey results for both programs and students may be a reflection of a field whose principles create a paradox. The

differences between the academic world and community action, the rigor of science while demanding community action, is reflected in the competencies. Paradox may be what is essential for the Community Psychology field to flourish; trying to address both sides through a purely academic approach may not be enough. Our recommendation is for programs to develop intentional connections between practicing Community Psychologists and students to enhance action research training.

Absence of Community

While the focus is on program efficacy and honing student skills it was surprising that in the review of competencies “community” seemed absent from the discussion. Skills being developed are for use in community so why not ask community stakeholders for their feedback? A third survey might have been created that would ask community what type of skills they would find significant, suitable or indispensable in future professionals. It seems that the community perspective in the development and implementation of competencies is critical. And after all, as Community Psychologists, we are ultimately accountable to the community.

Directing the passions related to community work

There may be an assumption that students’ passion for the principles of the field would translate to action once social justice and ecological theories are taught. Both survey results indicate a need to help students identify assets, desires, and practical applications for their developing skills in addition to helping them with pathways to convert passion to action, practice, and advocacy efforts.

Advocacy training

The program survey results suggest that there is an absence of advocacy training in curricula. As doctoral students with personal experience in various advocacy movements, we can now see how the involvement of experts trained in community psychology values and methodologies could have been beneficial to the development and strengthening of advocacy efforts. We agree and encourage the development of advocacy application training and opportunities both formally and informally.

Diversity

Programs rate themselves highly in socio-cultural competence capacity yet low on actual action domains. How can programs ensure that students not only gain knowledge of socio-cultural issues, but also have a chance to practice these skills? One way might be for the programs themselves to increase their efforts to recruit a diverse student body and faculty. While the survey did not address the issue of

diversity in the programs themselves, surely this is a valuable asset for building cultural competence.

Resource Directory Expansion

Suggestions born out of the student survey results include the development of a directory of practitioners. It is recommended that the directory be expanded to include community leaders and activists who are an untapped resource.

An International Perspective

*Written by Toshi Sasao, Ph.D.,
International Christian University, Japan
and University of Opole, Poland*

Now that two datasets on perceived discrepancies are available separately from the CP graduate programs (Lewis et al., 2013) and the currently enrolled graduate students (Brown, Cardazone, Glantsman, John-Hakim, and Lemke, 2014), we can draw some implications for incorporating 18 CP competencies in our current and future training programs, and perhaps evaluate their relevance to CP training beyond the U.S. The significance of Brown et al.’s (2014) article on graduate students’ perceptions lies in empirically demonstrating their perceived discrepancies or gaps in what they would prefer to receive as part of their CP training and what they actually receive through their own programs. Often, the program administrators tend to see the design of curricula in CP or any other field as their own responsibility based on their own training experiences, often overlooking the needs of *current* graduate students. Drawing on the findings in both surveys, my comments are related to the future of CP training for the changing and diversifying populations and communities beyond the global boundaries.

First, since the majority of the respondents in the Brown et al. survey were based in the U.S. institutions (77%), we must be aware that the students have had more than several choices of their place for CP training, whereas other students in non-U.S. locations did not have many options. Some of the international students may be in a CP program of their first or second choice; others are in a program they did not choose, but their program was chosen, in addition to their academic qualifications for admissions, by an attractive offer with financial support, by geographical proximity, by language preference (English or otherwise), or by any mixture of these or other reasons thereof. Therefore, the discrepancies described as difference-scores may necessarily represent the artifacts or anomalies resulting from any of these factors noted above. As such, caution is called for when interpreting

the findings from the two surveys and generalizing them to non-U.S. graduate students and programs.

Second, we need to take into consideration program history (i.e., clinically-oriented, focus on action research), socio-cultural context (e.g., economy and job availability in a particular country), and program ambience (e.g., racial and ethnic composition of enrolled students, gender and gender orientation, disability, faculty background) within each program before we interpret the findings on perceived discrepancies for 18 CP competencies. Third, CP competencies may not be “linearly” understood or simply not familiar among those graduate students outside the U.S., since most of the university courses or opportunities in community psychology outside the U.S. are presented often by someone who is not even trained in community psychology principles.

Fourth, in assessing the relevance and applicability of the findings from Connell et al. (2013), and Brown et al. (2014) in international and domestic (U.S.) settings, it should be noted that sociocultural and cross-cultural competence as a foundational principle or CP competence could be viewed as a *boon* or a *bane* in our field, depending on different cultural contexts or countries where students actually receive their training. The field began with cultural diversity and empowerment as emerging and immediate social concerns in the 60s that had to be addressed (Bennett, Anderson, Cooper, Hassol, Klein, & Rosenblum, 1966) in the U.S. However, it still continues to be a very sensitive and politically-charged competency in CP training program with respect to student and faculty recruitment, curricular matters, and/or practice issues. Many graduate programs in the U.S. still struggle with defining cultural diversity in training and research whereas it is not necessarily considered as critical to the CP or psychology training in some other countries (e.g., Japan, Korea, China).

In sum, the findings on the divergent perceptions on CP training programs represent a significant step in delineating perceived discrepancies in competence for CP practice issues with an eye toward training programs responsive to students’ needs. Perhaps, innovative approaches including online learning would advance our field by opening up for more dialogue, and collaborating on 18 CP competencies in our training programs beyond the U.S. and across regions and countries even with linguistic and cultural barriers, for example, with institutional support for faculty and student exchange.

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Continuous Quality Development: Education and Training in Community Psychology

*Written by Bret Kloos,
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I want to thank the Practice Council and the Council of Education Programs for their critical reviews and interest in promoting discussion of training and professional development. In particular, the reports by Brown, et al. (in press) and Connell, et al. (2013) provide data and pose recommendations that can stimulate our discussions. The surveys involved a substantial effort to include so many

programs and students. While it is not clear what the experiences were of people who did not respond, I hope that the findings reported can generate similarly substantial dialogue about training models and how to create more training opportunities.

In reading the overview for this section and the two survey reports, I am reminded that discussions and debates about training have been foundational to development of community psychology in the U.S. The event often pointed to as a marker for when community psychology began in the U.S. was the "Boston Conference on the Education of Psychologists for Community Mental Health" (Bennett, et al., 1966), otherwise known as "Swampscott". Ten years later community psychologists gathered in Austin, TX for a follow-up conference on training for the emerging field of community psychology (Iscoe, Bloom, & Spielberger, 1977). Since then, there have been books, articles, symposia and pre-conference days devoted to discussions about how our training models are falling short of our goals for community research and action and how they might be improved. The education and training of community psychologists has been an engine for the development of our field.

These survey efforts are noteworthy for greater inclusion of student voices in the evaluation of training. While students have been involved in discussions at conferences, inclusion in asking questions and evaluation of training is important for the continued relevance of our field. The reports cover some of the potential reasons for the expected differences in perspective. The calls for more transparency and description of curricula will be helpful for our development.

The reports are a beginning point for discussion. Future work could include more information about the ecologies of training settings; this was not the focus of these surveys. There are additional questions that will be important for considering changes in training. What resources do programs have? What pressures or concerns do they have in changing curricula? What resources are available for training locally, outside of the program? How might these vary by program emphasis: clinical-community, interdisciplinary, or free-standing community program; masters or doctoral programs? With wide variation in the ecologies of our training settings, I expect that we will need to develop many pathways for improving our training. Some programs and curricula will "fit" better for individual students (and faculty). Most, if not all, of our programs can do more.

I also want to highlight a concern for this dialogue that has been raised by others and is raised in these findings. There could be

instances where our training in community practice skills and community research are conducted with limited discussion about values and ethics. A recent article in the *Global Journal of Community Psychology Practice* raises important questions about how we conceptualize our development and training (Dzidic, Breen, & Bishop, 2013). *The student and program survey results reported relatively low levels of training in ethics. This suggests that we need more discussion about how we teach and discuss ethics and competencies; this is a major concern for the integrity of our field.*

Finally, the reports identify opportunities for SCRA to support these efforts as an organization. By sponsoring training opportunities similar to our pre-conference institutes and creating online resources, SCRA can support training programs and students in ongoing development. Programs can provide exposure to skill areas, experiences, and the foundations for developing expertise. SCRA can help students and professionals develop these skills outside of their programs by being a catalyst in creating training opportunities across these levels of expertise and in connecting resources in our membership. I expect that many students, training programs, and professionals would appreciate the development of such resources.

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Early Career Interest Group

Written by Michèle Schlehofer, Salisbury University and Ashlee Lien, SUNY College at Old Westbury

We hope that by the time this column reaches you, you are enjoying warm, sunny summer weather. The Early Career Interest Group (ECIG) was formed last year to promote the concerns, interests, and issues unique to early career individuals within SCRA; opportunities for early career scholars to make contributions to or hold leadership positions within the SCRA community; and formalized opportunities for recognition of professional accomplishments by early career SCRA members. We have had a successful first year, and are looking forward to increasing our productivity as we enter our second year.

Upcoming Needs Assessment


Plans for a few new initiatives are in the works. First and foremost, to get a better sense of what types of activities people would most like to see offered, we are conducting a brief online needs assessment of the SCRA membership. The assessment is being finalized, and we expect to distribute a link to our needs assessment in the coming months. Please be on the lookout in *The Community Psychologist* and over the SCRA listserv for the needs assessment, and take a few minutes to provide us with some direction and feedback.

Listserv

If you have not yet joined, please join the early career listserv. The list is open to anyone interested in early career development, regardless of whether or not you are still early career. To join the list, send an e-mail to LISTSERV@LISTS.APA.ORG. Leave the subject area blank, and in your message area type: SUBSCRIBE SCRA-ECP Your first name Your last name (e.g. Fred Smith).

Opportunities to Get Involved

We are currently looking for motivated people interested in taking a leadership or supporting role in the interest group. We would like to thank Susan Long (Lake Forrest University) and Chiara Sabina (Penn State Harrisburg) for serving as co-chairs this year. Both have now stepped off, leaving a need for new leadership. Michèle Schlehofer has taken on the role of lead co-chair, with Ashlee Lien serving as supporting co-chair. We welcome anyone with interest in getting involved to join

our planning team. If you are interested in joining the planning team, please contact Michèle (mmschlehofer@salisbury.edu) or Ashlee (liena@oldwestbury.edu). 

Education Connection

Edited by Carrie Forden

Spotlight: SCRA Education on the Web

Written by Ashley Anglin, Atlantic Health Systems, Morristown, NJ

The SCRA Education Connection originated in the Community Connection, a clearinghouse founded in 1982 by Maurice Elias and Jim Dalton for exchanging community psychology course syllabi. In 1987, the renamed Education Connection became a column in *The Community Psychologist*, and in 2007 Scot Evans, Jim Dalton, and the SCRA Council of Education Programs (CEP) collaborated in making the Education Connection an online resource. Now, seven years later, the online Education Connection is getting a complete makeover, thanks to the creation of the new SCRA website. It will now be housed online in a subsection called “Education” under the “What We Do” section to give viewers easy access to information regarding education and training in community psychology and related fields.

The new website allows the CEP to better meet our primary goals of keeping the list of educational programs and training opportunities in community psychology up to date; facilitating communication between educational programs and each other and programs and SCRA; disseminating and creating promotional and explanatory materials about education opportunities in our field; and encouraging the inclusion of community psychology information within the wider field of psychology education. It also facilitates collaboration by making it easier for members to upload new resources and search for academic programs.

The first thing you will notice about the new Education site, is that it is much more attractive, organized, and easy to view and navigate. A primary issue with the old Education Connection online was that while there were many resources, it was difficult to find specific information and many important links were lost in the text. The new website platform allows for easy content management and provides an attractive, cohesive design that is the same across all pages, making the new Education page much more accessible to a wide variety of audiences. For additional ease of navigation, the Education subsection

is divided into five areas: About the CEP, Academic Programs, Teaching CP, Clinical Internships with a Community Psychology Emphasis, and Post-Doctoral Training. These areas are described in the following sections.

About the CEP

This area of the new site provides details on the vision, mission, history, and work of the CEP, as well as a list of current and past members and their affiliations and a downloadable history of the CEP, for those interested in organizational history.

Coming Soon to This Section

In the near future, we hope to add an overview of current CEP and joint CEP-SCRA Practice Council initiatives (and who is involved) to this main page of the Education section in order to promote discussion, help others get involved, and share information about how working toward our group goals can help facilitate your success as a faculty member, student, or practitioner.

Academic Programs

The Academic Programs area provides a list of academic programs that offer education and training in community psychology and related fields. Specifically, there are sections for doctoral programs (with pages for programs in community psychology, clinical-community psychology, and interdisciplinary community research and action/prevention), masters programs (in community psychology, clinical/counseling-community psychology, and community research and action/prevention), and undergraduate programs in community psychology. The listing for each program has a link to the program website and the location of the program. The Academic Program area also includes downloadable resources that may be helpful to programs, such as an overview of degrees in community psychology by Idealist and a guide to publicity for community psychology programs. If you know of a program that is not included on the new site, please let us know and we will be sure to add it to the appropriate section.

Coming Soon to This Section

The CEP is currently working on an updated, searchable and downloadable educational program resource for the new website, which will list all programs that offer training related to community psychology and include detailed information about these programs, such as summaries generated by program coordinators describing the scope and focus of their program(s), contact information, links to program websites, and the SCRA practice competencies emphasized by each program (using easy-to-understand graphics). We hope that this resource will make it easier for students to learn about available

programs and to select programs that best match their educational needs and interests.

Resources for Teaching Community Psychology

Teaching CP is the most expansive section of the Education section, with over 100 downloadable resources and several links to related sites. On the “Class Activities” page, viewers can find resources for planning in-class teaching activities and discussions, including activities on the topics of class privilege and oppression, social justice, victim blame, and diversity. Under “Class Projects and Papers,” visitors can download detailed information about the assignments other teachers have successfully implemented in their courses and under “Community Service Learning,” teachers can download and share resources that can help get students out into the community. For those who teach Introduction to Psychology, you can find guidance and resources on the “Introducing CP in Introductory Courses” page on how to include community psychology in your courses to help spread the word about the field and share with students the values, principles, and methodological approaches that make community psychology unique.

As mentioned previously, the original Education Connection was created as a way to exchange community psychology course syllabi. Although the scope of the Education section has broadened, the sharing of syllabi to connect teachers and facilitate curriculum development remains a fundamental part of what we do. Therefore, in the Teaching CP section, you can find pages for graduate and undergraduate syllabi in community psychology and related areas and readings lists for comprehensive examinations, in downloadable documents or through links to related websites. On the graduate syllabi page, three categories focus specifically on community concepts and interventions; community research, evaluation, and assessment; and social policy. We also provide links to other online course syllabi clearinghouses that may be helpful for teachers.

The video resources included in this section are also numerous. The videos listed in this section are accompanied by links and descriptions, whenever possible, and cover topics such as the history of community psychology, ecological frameworks, historical and social issues, human diversity, cultural contexts, social class and poverty, community and social action, and prevention/promotion. Several downloadable video lists and discussion guides and links to recommended websites are also included on this page.

The final subsection of the Teaching CP area is the “Additional Teaching Resources” page. This page includes resource lists—

with sections for major journals, helpful websites, current and classic textbooks and reference books, and book-length community studies—which were originally assembled by Jim Dalton from suggestions by members of the SCRA-L listserve. To help grow and update this section, we have included a form at the bottom of the page, where you can suggest an additional resource to add to the lists. When you submit the form, your suggested resource will be reviewed and promptly added to the site, if appropriate. This is a great way to promote your own books or websites and to share those resources that have been helpful in your research and teaching.

Coming soon to this section

The CEP is currently working on curriculum mapping tools to add to the new website, under the leadership of Sylvie Taylor and Carie Forden and in collaboration with the SCRA Practice Council. This initiative came about following the analysis of the 2012 Survey of Educational Programs in Community Psychology, which revealed that several of the 18 competencies for community psychology practice (see Dalton & Wolfe, 2012) are underrepresented in the training that programs report they provide (Connell, et al. 2013). At the 2013 SCRA Biennial, during a joint session on the competencies and how to improve training for underrepresented competencies, there was discussion about helping programs evaluate their own curriculum based on the competencies and explore new academic possibilities. The CEP and Practice Council took action on this idea and will be excited to launch our new online curriculum mapping tools in the near future.

Internships and Postdoctoral Training

These areas provide a list of clinical internships with a community emphasis and a variety of postdoctoral training opportunities (including links to each institution/organization offering these training opportunities). Because these opportunities are always changing and new positions are created on a regular basis, this page also includes a form where you can submit information and position postings for additional internship and postdoctoral positions. These will be added directly to the site to promote quick dissemination and outreach. This is a great resource for students who are finishing up their work in other programs and who are looking for an opportunity for additional training.


Contribute to SCRA Education Online

If you are a community psychology faculty member or student, we would like to know how SCRA Education online could better serve you. The content and resources available on the new site are only a starting point; we are committed to assuring that the site is responsive to

changes in technology, needs, and interests of SCRA members. We also know that our largest resource is our fellow SCRA members; all of our current resources have come from the membership. Therefore, we encourage you to share your syllabi, videos, book and article recommendations, internship opportunities, and ideas for new content and CEP initiatives. Members can add resources to any existing resource list included in the Education section and post clinical internship and postdoctoral training opportunities directly on to the site using an online form. Also, if you are a practitioner or community member who has stories or insights to contribute regarding the skills and training students need to work in community organizations, government positions, health care systems, or other community settings, we would greatly benefit from your input.

Finally, a primary goal of the CEP is to spread the word about education and training in community psychology and encourage the inclusion of community psychology information within the wider field of psychology education. Undergraduate students especially should know that studying community psychology is an option, be able to easily access information about what our field has to offer, and find an academic program that best fits their needs. Students who are finishing up their programs and are looking for additional training in the form of an internship or postdoctoral position should also be supported in their efforts. Therefore, we also encourage you to reach out and share the site with students and colleagues who may benefit from our education resources.

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International

Edited by Kahaema Byer

For this issue, authors Khalifa, Mohamed, and Abdel-Malek draw from their experiences as Community Psychology

students in Egypt to provide an analysis of the challenges of needs assessment, with emphasis on considerations for this work across developing and developed nations. Two responses to their article follow. Volino-Robinson and Ballard highlight the similarities in the challenges faced in Egypt to those experienced working with diverse communities in the US. They conclude with a strong call to action for students not to conform to the status quo of Western, Eurocentric means of conducting research but rather to carve out much needed indigenous approaches. Authors Mihaylov and Perkins advocate for a more generalized, cross-cultural approach in support of the experience of the authors. They simultaneously provide a challenging, critical analysis of the potentially subversive tools within community research as a discipline.

Please send submissions to future issues of The International column to Kahaema Byer at k.byer@umiami.edu or byer.psychology@gmail.com

Conducting Needs Assessment in a Developing Country: Observations by Students in the Egyptian Community

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A needs assessment is a methodical process used to evaluate and analyze the needs of an individual or a group and to determine which methods would be optimum for improvements. This form of research is commonly conducted for the use of public and nonprofit sectors to serve individuals, educational institutions, organizations, or communities by identifying problems that could be sustainably addressed through strategic planning and suitable implementation of tailored programs. When the needs are clearly identified, sufficient resources can be allocated to developing a practical and relevant solution. Needs assessment can also be used for existing programs to evaluate the results and decide whether the designed program is still relevant and also whether it addresses the needs of the group or not. The differences between the current conditions of the group and their desired conditions

have to be adequately measured so that the needs could be effectively identified (McDavid & Hawthorn, 2006).

A needs assessment is not necessarily an evaluation of the current state of affairs, nor is it the anticipated one. Rather, it serves as a platform between what is available and what is eventually desired. Understanding a group's needs is not only a complicated process, but also a very important one. Charlotte Towle, social worker and author of *Common Human Needs*, argued that people have different types of needs, and that unless the basic ones are met, people will never be able to realize their full potential. Additionally, she argued that people often ignore the interrelated nature of the needs of humans and that unless people have their needs addressed, they will not reach independence (McDavid & Hawthorn, 2006).

The process of implementing a needs assessment varies from one circumstance to the other, but there is a general framework for community psychologists to utilize. Generally, community practitioners make use of a variety of research tools such as interviews, surveys, and focus groups. Once the data is collected, it is then analyzed, sometimes using both qualitative and quantitative methods. Finally, a report detailing the action plan is produced. An implementation strategy should set clear goals to achieve and these goals need to be bound by a specific timeline (McDavid & Hawthorn, 2006).

Just like any other discipline, the field of community research differs from country to country. This paper aims at examining these differences in relation to developing versus developed countries. In an effort to illustrate these differences, two examples of needs assessments that were conducted in Egypt are going to be used as illustrations. These needs assessments were student projects as part of undergraduate community psychology courses.

The first needs assessment was about unemployment in Egypt and the reasons behind high rates of unemployment of residents living in informal settlements. The project was done in collaboration with an Egyptian nongovernmental organization (NGO) and it aimed to identify the residents' behavioral patterns, strengths, and employment preferences. Based on the findings of the needs assessment, recommendations were offered to the NGO regarding appropriate employment training programs for the communities and how to provide them with employment services. The assessment process included an extensive literature review, primary research through interviews with experts on the topic, focus group and surveys with residents of the informal settlement, and a review of the

employment trainings offered by the NGO.

The second project from which examples will be drawn is a needs assessment that was conducted for a program developed by mental health professionals at the Ministry of Health's General Mental Health Secretariat. The main aim of the program was to provide mental health services to Egyptian citizens whose lives were negatively affected by the Revolution of 2011 and its aftermath, including the stressful events and insecurities faced in the post-revolution era. The purpose of this needs assessment was to determine the Cairo community's need for mental health services as well as to assess how the project can be efficiently designed to provide the necessary help. The data for this study was collected using both surveys and focus groups.

Before delving into the comparisons between developing and developed countries, it is important to point out several distinctive aspects of the nature of community psychology research in Egypt. Knowledge of such aspects will help enhance one's understanding of how the field of community research in general is different in Egypt as opposed to in other countries.

Community Psychology as a Field

In contrast to community research in a developed country, community psychology is a completely new field in Egypt that requires extensive development. In fact, psychology as a discipline is a relatively underdeveloped in the region (Mohamed, 2012). As a result, most Egyptians are unaware of the existence of a field like community psychology. For this reason, community research (such as needs assessments) that is based on community psychology concepts are not at all common.

Research Centers

Another difference between research in developed vs. developing regions involves the establishment of institutions that specialize in research and data collection. In the U.S. for example, there are many research centers that support community practitioners in terms of accessing and collecting relevant information. In Egypt on the other hand, such centers are not as available. For this reason, practitioners in Egypt who seek to conduct community research may find it more difficult to do so due to the lack of availability of data.

The History of Research in the Lower-Income Areas

Finally, when conducting a needs assessment, it is important to understand the history of research in communities that are being assessed. Unfortunately, as we have learned through our collaboration with various low-income communities, many of the beneficiaries have grown so accustomed to receiving aid from researchers and data

collectors, that many have developed a dependence on the services. As a result, they appear to dramatize their suffering such that practitioners would perceive them as deserving of the aid services that could be provided. Many volunteer to participate in focus groups for example because they believe that their participation will earn them various benefits or rewards (such as food or money for example). Consequently, it is important to question the validity of the responses given by respondents.

Similarly, when researchers are initiating collaboration with community members, they may sometimes find that there is a general sense of cynicism regarding the benefit that the community will actually gain from a particular study. The reason for this is that unfortunately, these communities have often already had disappointing experiences with researchers in which they were promised benefits that were never delivered. As a result, many of these community members often distrust the researchers who approach them.

Since these issues of cynicism and dependence are concerning, it is quite important to put a stop to the cycle of misinformation that is making community members skeptical about the benefits of community research. If this is achieved, it could help make communities more open to future research. Furthermore, since another problem is that often recommendations that are suggested by researchers or practitioners are not utilized, this needs to change. One of the main reasons for this is the lack of resources - the money available is quite often much too little to fund the recommendations that are suggested by needs assessments, even if these recommendations are seen as important, helpful, and useful. This scarcity of resources is an example of a main difference between community research in developing and developed countries.

Comparing Resource Availability in Developing versus Developed Countries

When comparing the process of conducting needs assessments in different countries, it is important to consider the systemic differences that exist in developed countries as opposed to developing countries. In the United States for example, there are various institutions that provide the public with accessibility to all kinds of data such as that of national substance abuse levels, poverty levels, and the prevalence of mental health issues. Furthermore, there are websites that facilitate public access to such information. This facilitates needs assessments as it allows community practitioners to access data that could help guide their research.

In developing countries like Egypt on the other hand, such public records

are usually unavailable, or alternatively, unreliable, inaccurate, or even outdated. Additionally, publications of scientific studies in academic journals (particularly those which fall within the realm of the social sciences) are not very common. As a result, when conducting a needs assessment in a developing country, the information that is retrieved by data collectors might be inaccurate or incomplete due to the lack of reliable information databases. For example, during the post revolution mental health study, we experienced difficulty finding publications that discussed the effects of post-revolution events on civilians for our literature review.

Just as research data is difficult to access in developing countries, volunteers are another resource to which data collectors have limited access. This is yet another area of difference between research in developed and developing countries. For example, in the United States youth are frequently encouraged to participate in a variety of volunteer work programs. According to the Bureau of Labor Statistics in the U.S., during 2012 the volunteer rate was 26.5% ("Volunteering in the United States", 2013). Consequently, this provides nonprofit organizations and community practitioners with access to volunteers who would be willing to assist in the needs assessment process.

In Egypt however, such a culture of "volunteerism" is generally not present within the academic and professional realms. In a nationally representative study conducted in Egypt, it was found that only 2.3% of youth (those between the ages of 10 to 29) were involved in volunteer work. It was also found that among those who were not volunteering, 3% had tried to find opportunities for volunteer work. Furthermore, 29.4% of those who were asked why they do not volunteer, claimed that they do not know where to go to volunteer (El-Kogali & Krafft, 2011). This lack of access to volunteers can be quite problematic, particularly in countries with weaker economies (like Egypt for example), since financial resources are not always available to hire staff and data collectors. Consequently, an increased availability of volunteers would make it more financially feasible for community researchers to maximize their output. This proved to be the case in both projects we conducted since the NGO and Ministry of Health staff were already occupied with other responsibilities which meant we had to find alternative personnel for the data collection process.

Another problem that may be experienced by community practitioners with regard to volunteers is that even if they can be accessed, many lack the skills necessary for data collection activities

such as interviewing and surveying. Consequently, researchers often need to train the volunteers on basic skills such as how to respond to questions they may be asked or how to handle delicate situations. During the post revolution mental health needs assessment, this was a particularly critical issue, as the topics we were assessing were of a sensitive nature (particularly in relation to the issue of trauma). We decided to provide volunteers with training on how to interact effectively with the participants and how to handle crisis situations.

Another example of problems of resource availability in developing countries like Egypt involves limited finances, which impacts the entire process including compensating volunteers. It is sometimes difficult to determine what the most appropriate method of compensation is, especially when the budget available for the research is limited. We faced this dilemma while we were conducting the mental health needs assessment. Because our budget was limited, we identified a different method of compensation. We asked the volunteers - who were university students - what they would prefer in return for their efforts. Volunteers requested training on critical thinking skills. We thus learned of the importance of asking volunteers for feedback regarding their preferred method of compensation.

Compensating volunteers is just one example of how financial limitations can affect the research process. Another example of a financial problem that could face an Egyptian community practitioner that would not necessarily face a practitioner in a developed country is the fact that there are few institutions that offer grant funding. Furthermore, because of political issues that arose during the aftermath of the revolution, several funding sources have been eliminated due to the fact that the Egyptian government has blocked foreign funding. However, during the mental health needs assessment, we were fortunate to conduct the study as a community based learning course at the American University in Cairo and received funding from the institution's civic engagement department. Had this needs assessment been conducted within the broader professional context however, funding would have been much more difficult to secure.

Cultural and Political Influences on the Needs Assessment Process in Egypt

Issues such as low access to volunteers and limited finances are examples of "tangible" problems that are faced by researchers in developing countries. But what about the challenges that are created by less obvious forces such as culture and politics? One very important aspect of research that must be taken into

consideration is how cultural contexts can have substantial impact on the needs assessment process.

The Applicability of Western-based Research Tools

In conducting needs assessments in Egypt, we realized that some of the concepts we learned from our assigned community psychology course textbooks were not as applicable within the cultures of developing countries. One distinctive example of this was the use of scales in surveys. We found that many participants in Egypt found it particularly difficult to understand how to respond to questions that involved rating scales. As a result, within the samples of both projects, there was a lot of missing data. This problem stems from the fact that rating scales are not used very often within the Egyptian culture. For this reason, for many of our respondents, the scales in our surveys were an unfamiliar form of questions. Consequently, the questionnaire devised for the unemployment study incorporated a scale asking people to rate how hopeless they feel. It was evident from the results that many respondents found it difficult to express how hopeless they felt using the scale that was provided. In addition, it is likely that even those who understood what was being asked of them might have had a difficult time figuring out which ratings best matched their experiences.

Similarly, the use of questionnaires when conducting research in certain cultures can sometimes be challenging. This is because often participants seem to feel obligated to deliver certain responses, especially if they feel that the researcher is expecting a particular response. For instance, some might feel the need to dramatize their suffering so that researchers would direct their attention to the issue which these respondents feel are most important. Others might feel reluctant to reveal information about themselves, particularly if the issue being discussed is of a culturally sensitive nature. For example, during the unemployment project, the questionnaire included a scale that asked respondents to rate how they perceived their own levels of religiosity. Many respondents reported very high ratings. The problem was that the responses we received might have not revealed the actual levels, but because religion is such a sensitive issue in Egyptian culture, many participants might have indicated high ratings so as not to appear immoral.

Aside from issues regarding rating scales and truthfulness, survey questions can also be problematic in the sense that respondents may not always answer them in the expected manner. For example, while conducting the needs assessment for trauma that followed the revolution, we noticed a

survey in which a woman did not answer how old she was. Instead, she wrote that she had a certain number of children and that she had two jobs. This response implied that perhaps this woman didn't know what her actual age was (which is not uncommon in Egypt). It also highlights another problematic issue which is that participants may at times provide false or irrelevant information because they do not want to leave the question unanswered. For example, when one of the participants was asked about his recommendations for tackling unemployment in Egypt, he answered by explaining his life situation and talking about his education and the fact that he is underpaid and overqualified for his job. This shows that some people may perceive survey questions as an opportunity to share their stories and talk about themselves rather than actually answer the required questions.

Language and Literacy Issues

Language can sometimes be yet another culture-bound barrier when collecting data in an area like Egypt. This can particularly be attributed to the high prevalence of illiteracy in the region. Today the literacy rate in Egypt is 72%, with male literacy rate at 80% and in 2010 the estimated literacy rate for women was 63.5% (CIA). It should be taken into account that these figures are likely to be inflated since many Egyptians do not learn to read and write during their elementary school years. In fact, during the unemployment project we discovered that almost all of the respondents who resided in the low-income area we targeted were illiterate. This was particularly problematic as the data collection process was extremely time-consuming as many of the questionnaires had to be read aloud to the participants by members of the data collection team.

Furthermore, literacy is not the only linguistic challenge faced by community practitioners in Egypt – because spoken (colloquial) Arabic in Egypt is different than classical and Modern Standard Arabic, many less educated participants find it difficult to fully comprehend the formal wording that is often used in surveys and questionnaires. As a result, in both projects constructing the surveys and preparing questions for our interviews was a challenge because we were concerned that respondents would not fully understand what is being asked of them. Consequently, there is a large number of people who are unable to understand classical Arabic. The resulting problem is that participants who are unaccustomed to classical Arabic or Modern Standard Arabic find it difficult to complete surveys that are written in that form.

Gender and Socioeconomic Issues

Unfortunately, even once the challenges related to the construction of research tools

are overcome, community practitioners still face additional challenges regarding the data collection process itself. There are cultural issues related to gender that have to be taken into account when conducting research in more conservative communities such as those that are found in the Middle East. For example, in patriarchal cultures such as the Egyptian culture, being a female community practitioner might come with challenges. This is especially the case when dealing with the particularly conservative subcultures that exist within low-income communities. In such settings, female community members might feel uncomfortable when interacting with male data collectors and the same applies for male members with regard to female data collectors. Furthermore, female researchers might experience obstacles in communities which have a more confined and restricted perception of the role of women. For example, men might feel that it is inappropriate for female researchers to be openly interacting with others. For this reason, in the unemployment study, we made sure to conduct focus groups that were gender-segregated. In addition, we insisted on recruiting male volunteers for the post-revolution mental health assessment in order to assist us when collecting data from male participants.

Moreover, many of the community members with whom the needs assessments were conducted are culturally different when compared to researchers. For example, often they tend to have different ways of dressing and talking, and generally a different way of interacting with others. This is another important consideration related to the process of data collection in low-income areas. For this reason, when conducting the mental health study, we asked volunteers to collect data in the areas in which they were residents because we felt that they would appear less “out of place” in these areas than would members of our team.

Social and economic characteristics of a community are also cultural factors that must be taken into account. In societies that are highly stratified in terms of social and economic classes and in which the gaps between the socioeconomic classes is quite wide, community practitioners have to keep these divisions in mind when interacting with people coming from diverse backgrounds.

Safety Issues

Another aspect of research that may differ from country to country due to cultural and political differences is the issue of safety. This doesn't only refer to physical safety but also political safety since the Egyptian government doesn't allow for research to be conducted in public areas unless researchers submit a proposal for permission. This is more common in

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SCRA Awards Call 2014-2015

Individuals may only be nominated for one award per award cycle, and all nominees must be an active member of SCRA in the past one membership renewal year unless otherwise stated. **DEADLINE FOR ALL AWARD NOMINATIONS: December 1, 2014.**

Best Dissertation on a Topic Relevant to Community Psychology identifies the best doctoral dissertation on a topic relevant to community psychology completed between **Sept. 1, 2012 and Aug. 31, 2014**. Applications must include the nominee's name, graduate school affiliation and thesis advisor, address, phone number, and email address; and an 8-10 page (double-spaced) abstract including a statement of the problem, methods, findings, and conclusions, highlighting the relevance to community psychology, with particular emphasis on important and emerging trends; scholarly excellence; methodological appropriateness, innovation and implications for theory, research, and action.

Emory L. Cowen Dissertation Award for the Promotion of Wellness honors the best dissertation in promotion of wellness. Dissertations are considered eligible that deal with a range of topics relevant to the promotion of wellness, including promoting positive attachments between infant and parent, development of age appropriate cognitive and interpersonal competencies, developing settings such as families and schools that favor wellness outcomes, having the empowering sense of being in control of one's fate, and coping effectively with stress. The dissertation must be completed between **Sept. 1, 2012 and Aug. 31, 2014**. Applications include the nominee's name, graduate school affiliation and thesis advisor, address, phone number, and email address and an 8-10 page (double-spaced) abstract that presents a statement of the problem, methods, findings, and conclusions, highlighting the relevance of the study to community psychology, with particular emphasis on the promotion of wellness; scholarly excellence; innovation and implications for theory, research and action; and methodological appropriateness.

Early Career Award recognizes community psychologists who are making a significant contribution to community psychology and to SCRA. The candidate must be no more than 8 years from receiving their terminal degree, have made an important contribution to community psychology, be an active member of SCRA, include 2 letters of support, and submit a statement describing contributions to community psychology and SCRA, how your work relates to community psychology, and plans to continue this work within community psychology.

Distinguished Contributions to Theory and Research in Community Psychology Award is presented to an individual whose career of high quality and innovative research and scholarship has resulted in a significant contribution to the body of knowledge in Community Psychology. Initial nominations include the nominee's name, contact information, and a 250-500 words rationale for the nomination. Rationales should describe how the nominee has demonstrated positive

impact on the quality of community theory and research, innovation in community theory and/or research, and a major single contribution or series of significant contributions with an enduring influence on community theory, research and/or action over time. If a nominee is selected for final consideration and voting, nominees will be asked to submit her/his CV (6 page max), recommendation letter (4 double-spaced pages max), and 1 work sample.

Distinguished Contribution to Practice in Community Psychology Award is presented to an individual who has demonstrated innovation and leadership as a practitioner. All nominations must include a statement, CV (6 page max), recommendation letter (4 double-spaced page max), and 1 work sample. The statement includes the nominee's name, contact information, and documents eligibility by describing how s/he has engaged at least 75% time, for a minimum of 10 years, in settings such as government, business/industry, community/human service programs, practicing high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology. The statement must also present one or more of the following criteria: demonstrated positive impact on the natural ecology of community life resulting from the application of psychological principles; challenged the status quo or prevailing conceptual models and applied methods; and/or demonstrated personal success in exercising leadership based on applied practice.

Ethnic Minority Mentorship Award recognizes a SCRA member who has made exemplary contributions to the mentorship of ethnic minority persons. Both self-nominations and nominations are accepted. Nominations should include a nomination letter (3 page max) summarizing the contributions of the nominee to the mentorship of ethnic minority persons; name and contact information of at least one additional reference (2 if a self-nomination) who can speak to the contributions relevant for this award--at least one reference must be from an ethnic minority person who was mentored; and the nominee's CV.

Seymour B. Sarason Award for Community Research & Action recognizes individuals working in the conceptually demanding, creative, and groundbreaking tradition of Seymour Sarason. The criteria include novel and critical rethinking, reframing, and reworking of basic assumptions, approaches, and issues in the human services, education, psychology, mental retardation and other areas of community research and action, major books and other scholarship that reflect these new approaches within the context of historical wisdom, and action-research and other action efforts that reflect these new approaches.

Special Contributions to Public Policy Award recognizes individuals or organizations that have made exemplary contributions in the public policy arena. Those whose work contributes to public policy, whether from community agencies, academia, or non-government agencies, both national and international, are eligible for consideration. Nominations must include the nominee's CV/resume, statement (4 page max) regarding social policy contributions of the individual/

organization, and up to 3 letters of support. If nominating an organization, submit materials for the organization head or key individual and the organization description or mission statement.

Outstanding Educator Award recognizes a SCRA member who has made exemplary and innovative contributions to the education of students about community psychology and community research and action. Nominations include a letter (3 page max) summarizing the innovative educational strategies promoted by the nominee, and how s/he contributes to the education of community psychologists and the development of community research and action; 1 reference letter (2 letters for self-nominations); course evaluations and other types of evaluations from students/ recent grads; and the nominee's CV.

Excellence in Education Programs Award recognizes an exemplary educational program that promotes development of community psychology and community research and action. Both self-nominations and nominations by individuals or organizations outside the program will be accepted. Nominations include a letter (4 page max) describing the basis of the recommendation and summarizing the features of the program that fit the award. The letter should also include a list of the program faculty and other resources (e.g., community-based orgs, community expertise), relevant publications, and the ways in which they contribute to the education of students; and 1 reference letter (2 letters for self-nomination). Reference letters should come from individuals outside the program and may include representatives of community agencies/ organizations with whom the program is associated, graduates of the program (out at least 3 years), or colleagues in other programs.

John Kalafat Community Program Award honors *programs or initiatives* that demonstrate a positive impact on groups/ communities as validated by program evaluation; build foundational bridges between theory, research, and improving the world, and/or demonstrate excellence in integrating training and program development in crisis intervention. Nominations include the CV/resume for the organization head or key individual, organization description/mission statement, statement (4 page max) regarding major social policy contributions of the organization, and up to 3 letters of support.

John Kalafat Practitioner Award honors a SCRA *individual* who exemplifies John's unique characteristics as mentor, teacher, advocate, and especially his passion in making the benefits of community psychology accessible. Nominations should include the nominee's CV/resume, statement (4 page max) regarding major social policy contributions of the individual, and up to 3 letters of support.

Don Klein Publication Award to Advance Community Psychology Practice is awarded biennially to recognize the publication that best exemplifies the practice of community psychology and has strong dissemination potential across disciplinary lines. Publications must include at least 1 SCRA member and may include books, handbooks, videos, periodicals, tools, journals, practice manuals, evaluation tools, video productions, and web based presentations and reference

resources. Letters include the APA citation of the nominated publication, authors' names and contact information, and a description (1-3 double-spaced pages) stating how the publication promotes exemplary community practice, and is consistent with, or promotes, the values of the field.

SCRA Video Contest brings visibility to high-quality community psychology online video media. Videos must be posted online and may include non-SCRA community groups/ organizations. Nomination letters include details regarding the location, activities, and video participants, recommended search terms/keywords and other relevant links to help increase traffic to the video. Letters describe the link between video content and community psychology values, principles and approaches, and the likelihood of the video to generate interest and traffic across a wide range of potential online audiences.

SCRA FELLOWS

What is a SCRA Fellow? SCRA 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, policy development and implementation, advocacy, consultation, program development, administration and service. A SCRA Fellow is someone who provides evidence of "*unusual and outstanding contributions or performance in community research and action.*" Fellows show evidence of (a) sustained productivity in community research and action *over a period of a minimum of five years*; (b) distinctive contributions to knowledge and/or practice in community psychology that are recognized by others as excellent; and (c) impact beyond the immediate setting in which the Fellow works.

Applications for Initial Fellow status must include the following materials:

1. A 2-page Uniform Fellow Application (available from the SCRA Administrative Director and completed by The nominee);
2. 3 to 6 endorsement letters written by current Fellows,
3. Supporting materials, including a vita with refereed publications marked with an "R," and
4. A nominee's self-statement setting forth her/his accomplishments that warrant nomination to Fellow Status.

SCRA members who are Fellows of other APA divisions should also apply for SCRA Fellow status if they have made outstanding contributions to community research and action. Fellows of other APA divisions should send to the Chair of the Fellows Committee a statement detailing their contributions to community research and action, 3-6 letters of support, and a vita.

Nomination Process: Complete nominations should be submitted electronically by **December 1, 2014** to the SCRA Administrative Director, Victoria Scott, at vscott@scra27.org



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countries with oppressive governments that monitor research in case results do not conform to the governments' ideologies. Developed countries on the other hand tend to have a more free and open attitude towards research in the sense that studies that generate new information are valued and encouraged.

Unfortunately, governmental constraints on research are not the only political barriers encountered by researchers in developing countries. With regard to political unrest for example, the safety of researchers and volunteers conducting field research in the streets becomes at risk. This was another one of the challenges faced during the needs assessment which was conducted after the January 2011 Revolution, since there were areas that had to be excluded from our sampling process due to the street clashes that were taking place as a result of political unrest. In addition, both studies involved focus groups that took place in low-income areas where security tends to be generally unstable due to low police presence and high crime rates.

Furthermore, because of cultural issues related to sexuality, female researchers may find themselves exposed to sexual harassment. A news report published during April 2013 made reference to United Nations claims that as many as 99.3% of women, in Egypt, have experienced some form of sexual harassment (El-Dabh, 2013). For this reason, because we were targeting low-income areas for both projects, we refrained from collecting data during the evening and instead only surveyed people during morning and afternoon hours. In addition, we intentionally conducted our work in groups and tried as much as possible to have a male member in each group.

Conclusions

With regard to research in developing countries, there are many potential methods that can be employed to help develop and improve the field. Our experiences with needs assessments in Egypt have been insightful. The information we learned can be used to inform and guide the development of research in Egypt where such improvement is direly needed. Not only would such improvements apply to the process of conducting needs assessments, but we believe they would also help improve the quality of our results.

Drawing from our experiences in both needs assessments, we present a few recommendations for community practitioners engaging in similar work in Egypt as well as other countries. As a start, we would recommend current and future practitioners to contact their local governments and urge them to update their archives and statistics. It would also be

useful if practitioners could volunteer to help governments compile such records, as this would help provide a rich and reliable information infrastructure for future practitioners.

Moreover, our experiences with research in Egypt brought to our attention that the methods we learned in our coursework at the American University in Cairo proved relatively inapplicable, particularly since course texts were designed based on Western understandings of research. For this reason, we think it would be beneficial for alternative reading materials to be compiled to better suit the cultural and political characteristics of developing countries like Egypt. Such materials could provide guidelines for community practitioners on how to tackle the various challenges that accompany the application of needs assessment in less developed countries.

In addition, we believe that collaboration between NGO's and community practitioners could improve the efficiency of research. We recommend that NGO's interested in beginning a project seek out experienced community practitioners and similarly, independent community practitioners should identify NGO's that are experienced in the particular field in which they are intending to venture so that they would be provided with the appropriate guidance. Such changes if implemented would help conserve time, effort, and most importantly, scarce financial resources.

In conclusion, it is evident that there are several systemic changes that need to be applied to the field of needs assessment in Egypt to make it a more productive, efficient, and valuable sector. Such adjustments would help raise the standard of the region's scientific contributions to the field of community psychology.

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Conducting Needs Assessment in a Developing Country: Observations by Students in the Egyptian Community – Commentary

Written by Rebecca Volino Robinson and Maria Ballard, University of Alaska Anchorage

Kagitcibasi (2007) defined the terms *Majority World* and *Minority World* to capture the numerical reality of our global population distribution. The numerical Majority World includes economically disadvantaged nations (also known as the Developing World) and other marginalized populations living within Minority World contexts. The numerical Minority World (also known as the Developed World) exerts a powerful Eurocentric bias in realms of politics, economics, and scientific inquiry (Kagitcibasi, 2007). The authors of the main article describe ways in which conducting needs assessments in a Majority World context – Egypt – compare to conducting needs assessments in more resource-laden, Minority World contexts. Reading this paper revealed a strong argument for operationalization of an indigenous Egyptian psychology and further rejection of the dominant psychological paradigm as a “universal truth”.

The empiricist roots of modern psychology are firmly grounded in European philosophy (Wertheimer, 1999). The questions of ontology and epistemology are often answered by assumptions of objectivity and universal reality. Psychological research has followed this line of thinking, favoring quantitative and experimental methodology over qualitative inquiry. The tension is mounting, however, toward a more constructivist, even transformative research paradigm. Questions of constructive reality challenge the empiricist roots of modern psychology. Qualitative inquiry is gaining in popularity and acceptance, and visual methodology is finding way into participatory, action-

research paradigms.

The authors' description of the Egyptian context includes lacking research infrastructure, resource limitations, and cultural and political influences on the needs assessment process. These cultural and political influences include problems with applicability of Western-based research tools in the Egyptian context, language and literacy barriers, gender and socioeconomic considerations, and safety issues. Moreover, the authors mention community members being skeptical about the benefits of community research, making it difficult to collect the necessary data for needs assessment.

In some ways the author's description of contextual influences on research reflects our work with marginalized populations in the United States (US). While the US clearly provides a foundational research infrastructure, obtaining research funding for projects proposing qualitative, mixed-method, and/or participatory-action research designs continues to be difficult. Funders often place value on empiricist models of psychology, overlooking the clear necessity for participatory and constructivist research designs. This dominant research paradigm finds a way into research around the world making contextual factors appear to be barriers, when in reality these are the issues that are likely most important to achieve a clear understanding of needs and experiences of people living in context.

This response is a call to action – conducting needs assessments in the Majority (or developing) World is indeed different than conducting needs assessments in Minority World contexts. The Minority World continues to represent the “status quo” against which Majority World research is often compared. While the comparison is important to understanding differences, it fails to produce the contextual strengths associated with indigenous psychology and research methodology. The challenge for you, students, is to not conform. You are pathfinders in a new Egyptian psychology – this is an opportunity to foster indigenous ways of knowing and prevent colonialization through the dominant research paradigm.

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In, Out of and Across Context: Commentary on Conducting Needs Assessment in a Developing Country

Written by Nikolay L. Mihaylov, and Douglas D. Perkins, Vanderbilt University, USA

Salma K. Khalifa, Salma N. Mohamed, and Tiya Abdel-Malek present an engaging account of their experiences and reflections from applying community research methods and concepts in an unfamiliar context. Being students at the American University in Cairo (AUC), they are at an advantage as mediators between the positions of researchers trained in the US tradition of community psychology, and of cultural insiders who attempt to make a change in their communities, which, as Kurt Lewin said, is the best way to understand something. The authors' aim with the submitted text is to examine the differences in community research between developed and developing countries. To achieve this aim, the authors reflect on their experience in two needs assessment projects in Egypt and in their training in community psychology at the AUC. Their struggles with research in a novel setting and the creative ways they overcame the difficulties is a fascinating story that enriches and fleshes out previous reflections on community research in non-Western contexts (e.g., Reich et al, 2007).

The text presents the comparison of community research in developed and developing countries with regard to community psychology as an academic discipline, the availability of scientific data, financial and human resources for research, the dispositions of researched communities, and finally, the cultural and political circumstances, which include language and literacy, socioeconomic, gender, and safety issues. These elements of a community research context are described by examples from the personal experience of the authors.

Concrete experiences are the necessary element of research, but they also beg the question how generalizable their deductions are to other contexts, people, or practices. With the aim of the text being so ambitious, it seems that some important assumptions were made, viz. generalizing needs assessment to community research and the Egypt–United States comparison to a developing–developed countries one. The aim of this response is to complement the conclusions of the authors with a perspective using more generalized (and less experiential) lenses of community research

and the North/West–South/East comparison. The lead author of this response a Bulgarian PhD student in a community research and action program at a US university who is conducting research in his home country, and he grapples with similar questions as the three original authors.

A broader community research approach can frame communities and researchers as having more agency and more critical attitude toward the existing context. Examining critically the developed-developing countries contrast can emphasize some differences while question others. The authors describe how communities have developed dependence on incentives from researchers and that they seem to dramatize their conditions to attract resources or services, while at the same time many community members are skeptical about the community outcomes from the research. The depicted situation is very similar to the quandaries researchers in disadvantaged communities in the North/West face, and the concurrent questions of ethics, impact and transformative vs. ameliorative research. While the topics of individual incentives and expectations in research fall into the category of well-known threats to validity such as reactivity and experimenter expectancies (Shadish, Cook, & Campbell, 2002), the self-presentation of the community as a needy one seems to be an understandable strategy for marginalized groups who do not get any other opportunities to have their voices heard by policy-makers or society at large. These phenomena are not less common in richer societies; they might be better addressed by going beyond needs assessment to even more participatory and, especially, action-focused genres of community research, instead of by focusing on the richer context. A similar point can be made about the use of “Western-based research tools”, which is subsumed under the cultural specifics of Egypt by the authors, but from an outsider perspective looks more like issues of familiarity with scales, experimental expectancies, operations-related validity threats, and verbal literacy – all well familiar to US researchers.

With regard to the availability of resources for community research, a distinction is needed between the context-specific overall scarcity of resources (as in Egypt), and the more universal situation of community research and action as a potentially subversive and challenging practice that inevitably gets meager support from the usual sources of money and power – governments and corporations. Granted, a non-democratic government can suppress community research, even small, nonthreatening community needs assessments (especially when conducted

by nationals who may be perceived as “Western influenced”; see Robinson & Perkins, 2009 for a more internationally collaborative example of this), thus making organized forms of our profession all but impossible, but it can also facilitate injustice explanations and community mobilization because of the clear enemy it represents. This is the experience of Latin American community research and action (Montero, 1996), and by looking beyond institutional forms of community research we can start seeing alternative pathways to do it. On the other hand, North/West researchers are in a sense co-opted by public policy because of the structures of prioritizing and funding research, and thus their agenda is dictated to a great extent by existing power structures.

These reflections come easier from a cultural outsider’s perspective because of the advantage of cross-context comparison. The authors, being cultural insiders, did a good job at recognizing the differences within the Egyptian culture, which might be indiscernible for outsiders. And sometimes they might have seen cultural differences where an outsider sees class or socioeconomic ones. I would be curious to read more reflections about how different community research forms resonate with the cultural toolkit of the studied communities: with familiar organizational and social practices, with shared myths, explanations and narratives about communities, with key research issues like expertise, authority, knowledge, power, (in) dependence. Certainly, such questions can be addressed only with a broader approach than needs assessment, drawing also on more participatory and phenomenological methods. At any rate, a logical next step seems to be to critically examine and reflect on one’s own position as a researcher. What are the implications of being a student from the *American University in Cairo*: what kind of community researcher is produced in the intersections of profession, career position, gender, and US-modeled training? What forms will community research and action take to be adequate to the community-researcher relationship? And what are the boundaries of her or his agency and responsibility to create those new forms? Our Egyptian colleagues are on an exciting journey.

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Living Community Psychology

Written by Gloria Levin

“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology (CP) as it is lived by its diverse practitioners.

For this installment, we profile a community psychologist who was a first-generation, ethnic minority college student, has received excellent mentoring throughout her professional career and, in turn, has been a passionate advocate for diverse students. Her own research program addresses positive youth development and youth mentoring.

Bernadette Sánchez, PhD

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Bernadette Sánchez’s parents were childhood sweethearts in a poor, rural village in the Dominican Republic. Her father, the oldest of nine siblings, came to New York City at age 14, living with an uncle. He worked at odd jobs and sent money home to support the

rest of his family. Her mother followed him to the U.S. a few years later, and they married at the ages of 19 and 16. Bernadette was born soon after, followed by three siblings – Maribel (2 years younger); Silvio (4 years); and Jennifer (11 years). Over time, almost all their relatives came to the U.S. Her maternal grandmother lived with the

family, helping with childcare. Her mother worked factory jobs originally but, as her father became established as an entrepreneur, he nixed her working outside the home – an exercise of traditional *machismo*.

Like many immigrant families, Spanish was spoken in the home, although the children conversed with each other in English, once they started school. (Bernadette entered preschool not speaking English, and no bilingual education was offered. Unable to communicate, she was so unhappy the first day that her mother was called to retrieve her.) Her father left school in the eighth grade; her mother also had a low educational level in the DR. Both of them earned GED’s in the U.S. -- four years ago for her father.

Starting in low-level service jobs, her father saved enough money to buy a *bodega* (corner grocery store) in the Bronx. Being a smart businessman and a hard worker, at the height of his business career, he owned 11 *bodegas* at one time. In the tradition of “moving up,” Bernadette’s family literally relocated, each time moving farther north, first within New York City (Washington Heights, the Bronx) and then to the suburbs, ending in middle to upper-middle income towns within Westchester County.

These moves were intended to provide a better education for the children. “My parents stressed how hard they had struggled and made clear that our futures depended on working hard and doing well in school. We were expected to become a physician, engineer or lawyer. Period.” Her math-proficient father drilled her at age 4 in math exercises he had created. Her parents were ambitious for all their children, 3 girls and one boy, although they were overly protective of the girls, especially the two oldest. The girls were shielded from the rough neighborhoods in which the family’s *bodegas* were located, nor could they go on sleepovers or hang out at the mall with their friends, because Bernadette’s mom was certain that her daughters would get into trouble away from home. This was a cause of considerable friction within the family, especially because their brother was allowed total freedom. (Dominican values prioritized baseball proficiency for males.) For example, he did not have to study hard or keep his room clean. (Instead, his older sisters were responsible for cleaning his room.) However, from this, she and Maribel gained an unshakable work ethic that has served them well.

Bernadette’s middle and high school classes included few Latino students; most Latinos were assigned to remedial classes. Bernadette later realized that she and Maribel, both excellent students, should have been tracked into honors classes. Her parents did not know that they could

have advocated for this. Once an eighth grade counselor offered her the option of an advanced math class (which would separate her from her friends), but she did so in the presence of Bernadette's friend (just an average student), putting her in an awkward position. (Not until her senior year was Bernadette placed in an honors class.) Although most of her friends were White and the Sánchez children were all born in the U.S., her parents insisted they were Dominican. Although she was caught between two worlds and had to continually negotiate for small freedoms, these experiences made her adaptable to different environments. She values having multiple cultural perspectives – unlike her parents' insistence on "the one right way."

When considering colleges, her parents wanted her to commute from home to a university, but Bernadette's heart was set on freedom away from home. She enlisted assistance from a high school counselor who requested a meeting with her mother and recommended Fairfield University. Her mother was comforted because this Jesuit school had priests on campus, and Bernadette would be only 45 minutes away. Bernadette received partial financial support from Fairfield, and a visit to the country club-like campus sealed the deal. With only 3,000 students, Fairfield "felt like a bigger version of my high school and was J. Crew preppy." Nevertheless, Mrs. Sánchez was so worried that she called constantly, driving her roommate nuts whenever Bernadette was not in her dorm room. (Bernadette's experience smoothed the way a year later, for Maribel, an All American track star, to attend Dartmouth – despite being a distance of 4.5 hours from home.)

Although Bernadette had artistic skills, she did not consider art to be a stable career. She had no declared major for a long while but eventually majored in psychology. Before entering her senior year, she participated in a summer research program in Minnesota. In presenting her summer work to her psychology class back at Fairfield, her professor predicted that she would be a professor some day. "Who? Me?" she thought.

Although Fairfield did not offer classes in community psychology, she thrived in the Jesuit framework of social justice and was greatly influenced by an advisor, community psychologist Judy Primavera, who invited her to volunteer in her Head Start Family project. Bernadette found community psychology's intervention work to be a good fit for her. With Judy's help, she applied to a diverse range of graduate programs and, despite her mother's concern about the distance, she chose the University of Illinois, Chicago. UIC's community psychology program offered her a stipend and tuition

waiver, and after admission, she won a fellowship and a research assistantship. She carried only a \$2,000 loan for all her graduate work. Originally, her mother was unimpressed with psychology until she learned that her daughter would be addressed as "Doctor," close enough to the medical degree the Sánchez parents wanted for their children.

In the second cohort of community psychology students at UIC, half of her classmates dropped out. They had been attracted to the promise of a social action program, but UIC's program was more theoretically oriented. However, Bernadette appreciated UIC's then-strong community psychology faculty, especially the nurturing mentorship of Olga (now Karina) Reyes, herself a first-generation Latina college graduate. "A mentor can make or break a graduate student, but Karina took me under her wing." Upon arrival at UIC, Bernadette was intimidated and insecure, convinced she was "the dumb one" and questioned if she had been admitted only on the basis of being a hard-working ethnic minority. Olga not only reassured her that she was doing fine and could make a contribution but was hands-on, patiently working on Bernadette's (then weak) writing skills while maintaining her high standards. "Writing papers together at the computer, although time consuming for Olga, was a valuable experience for me."

She also attained valuable skills from another UIC minority woman mentor, Robin Miller, on whose research team she volunteered for several years. Robin gave her useful advice on nagging self doubts -- "the imposter syndrome." Bernadette had gone straight through school, with no breaks, and was teaching on the college level while still in her 20's. "I felt very young, especially when I taught students of my age or older." Robin shared her own earlier feelings of inadequacy and recommended she learn to "act as if." Bernadette began to realize that she had skills needed by her students, even 60-year old agency Executive Directors, and her excellent student ratings gave her more confidence. "But it was not until I turned 30 that I felt like I had permission to be faculty."

Bernadette had originally aimed for a career in educational policy evaluation research, having rejected the prospect of an academic career when she observed the rigors of academic life impacting her professors' lives. However, she grew to love teaching when she had a part-time position teaching older students at a college in Chicago, followed by a one-year, fulltime visiting position at DePaul University. The year at DePaul was difficult because, not only was she writing her dissertation, but she also was teaching five new courses, resulting in seven-day workweeks.

She applied for several academic jobs,

including a tenure-track position at DePaul. Although she was wait listed for that position, she attended the six job talks of the final candidates for the DePaul position, picking up ideas on how to do a job talk. However, when none of the candidacies resulted in a hire, she was invited to give her own job talk. "My own presentation benefitted from having attended the six earlier talks" and she was offered and accepted the tenure-track position at DePaul. She now proclaims her love for teaching – "I was meant to be in academia."

While in her PhD program, Bernadette met Neil Vincent, then a Social Work doctoral student at UIC, in a research methods course. Several years later, they reconnected through a mutual friend, began dating immediately and married soon after.

On the way to tenure and promotion (received 2007), Bernadette had obtained considerable feedback over the years, allowing her to strengthen her record. But she was dejected upon receiving three rejections from publishers. "Up to then, I had not sought help, but the rejections made me question if I belonged in academia. I reached out to a senior colleague, Susan McMahon, who reassured me that rejections are part of the game, even for the most productive scholars." A major lesson she learned is that "every manuscript has a home," if not always in the top tier publications. But she also was emboldened to proactively seek assistance from senior colleagues, such as Chris Keys, Len Jason and Shel Cotler, who reviewed her publication record and Gary Harper who taught her how to apply for research grants.

She also sought out David DuBois at UIC, a leader in youth mentoring programs and research, who willingly offered ideas. "Working on one of his grants (for a Big Sister program) gave me invaluable experience in developing an intervention and in implementing best practices."

She took a two-quarter sabbatical (her fourth year at DePaul) to write up her research and, helped by all these supports, Bernadette felt ready in her sixth year to submit for promotion and tenure. "Once I submitted my portfolio, it was out of my hands. But my reviews were unanimously in favor at each level. Obtaining tenure felt great. I could now work at my own pace and can now actually enjoy writing. Most of all, I learned to go to others for assistance. I do that all the time now, not only when those old feelings of inadequacy surface again but also as a natural way to grow from collaborations, advice and feedback."

Bernadette's activity with SCRA (first, encouraged by her DePaul colleague, Gary Harper) started as a regional coordinator; then as an elected national coordinator when she also served on SCRA's Executive

Committee. But her active involvement effectively ended in 2010, when she was named to direct DePaul's community psychology PhD program. That same year, she had her first child, Eva (now age 4), followed by Dylan (2) so she now has little time for outside activities.

Ethnic minority professors shoulder a large, sometimes overwhelming, responsibility -- such as being appointed to many committees so as to "represent diverse viewpoints." These faculty also tend to attract a disproportionate number of advisees, especially undergraduates, who are first-generation students in higher education. "Students regularly sit in my office crying their eyes out about their families not understanding them, being caught between two worlds." She also attracts White women students seeking a female mentor but, curiously, few White males. A White woman student organized Bernadette's (successful) nomination for SCRA's 2014 Ethnic Minority Mentorship Award and included several heartfelt personal narratives from her mentees. The award recognized her passion for mentoring and her long involvement with the McNair Scholars Program at DePaul, which prepares first-generation, low-income and underrepresented students to obtain doctorate degrees and pursue research careers. She provides her students hands-on experience on her research teams, studying mentoring of ethnic minority youth.

The year of 2014 was a bonanza year for Bernadette in receiving SCRA awards, also having obtained Fellow status. This came about as a result of a chance meeting with Gloria Levin at the Women's Night Out dinner at the Miami Biennial conference. Gloria asked to review Bernadette's credentials and then encouraged her to be nominated for the honor. "Unlike the mentoring award, for which I knew I was well qualified, I was doubtful. It didn't feel natural for me, but Gloria taught me that I don't give myself enough credit and that I needed to sell myself. It helped to know that other women (whom I admire) had also told her at first they didn't feel qualified. Gloria kicked me in the butt until I submitted the materials." Her department chair, Susan McMahon, and colleague, Chris Keys, also reviewed her final materials and reassured her she was qualified for the award.

When Bernadette was still in college, her parents divorced after 30 years of marriage. While this was a painful period for all involved, it nonetheless marked a major transition in the dynamics of her relationships to her parents, each only having her to depend upon for emotional support. Although an awkward situation, she finally became an adult in their eyes. Her father, now located in Florida, has remarried,

and Bernadette has 3 half siblings from that union. Always the entrepreneur and hard worker, he has established a house cleaning service, although at age 64, his ability to perform manual labor is diminishing. Bernadette's mother still lives in New York where she drives a school bus and is an avid tennis player. The siblings are geographically dispersed. Maribel was an athletic coach at Dartmouth but is now a stay at home mom with 3 children in New Hampshire. Silvio lives in Connecticut where he works for a bank, having earned a bachelor's in business administration. Jennifer is now studying for a PhD in public health, in San Diego.

As to her own family, Neil, a tenured professor in DePaul's Department of Social Work, engages in community action with family survivors of violence. She and Neil handle child care for their two children by constant "tag teaming." The children are in preschool 3 days a week; taking advantage of the flexibility of academic schedules, they rotate their schedules on the other weekdays. Bernadette's work schedule has been compressed into 4 days, with one day off for child care. However, this necessitates her working on weekends and nights. While Neil's work keeps him mostly in Chicago, Bernadette is increasingly in demand to deliver keynote speeches, do trainings or participate on committees. This becomes a tricky balancing act, especially when invited overseas. On occasion, these trips have been turned into family vacations.

A leader in implementing mentoring programs and in studying mentoring relationships with youth, Bernadette's own life path is both an exemplar and a reminder of the hopes and challenges of the immigrant experience. 🌐

New Graduate Programs Group

Edited by Tiffeny R. Jimenez, Brian D. Christens, and Emma Ogley-Oliver

In the Fall 2013 issue of *TCP*, we described the formation of a New Graduate Programs Group that is working to support the development and implementation of new graduate programs that are aligned with the goals of the Society for Community Research & Action (SCRA). This group is currently coordinated through designated co-chairs on the Practice Council (rep: Emma Ogley-Oliver), the Council on Education Programs (rep: Brian Christens), and the SCRA Executive Committee (rep: Tiffeny Jimenez).

In this issue we are featuring descriptions of new graduate programs. Below, Dina

Birman describes the new program at University of Miami, and while the National Louis University Ph.D. program in Community Psychology is about 6 years into their development, Tiffeny Jimenez, et. al., describe how this newer program has been designed to meet the social justice needs of communities. In addition, Nuria Ciofalo, Susan James, and Mary Watkins describe the incorporation of the SCRA Practice Competencies in the new M.S. in Community Psychology at Pacifica Graduate Institute, and William Hartmann and Lauren Reed describe the development of a community program certificate program at University of Michigan.

University of Miami: Ph.D. in Community Well-Being

Written by Dina Birman

The Community Well-Being Ph.D. Program (CWB) at the University of Miami is currently in its first year. Located in the Department of Educational and Psychological Studies, in the School of Education and Human Development, the program is grounded in the academic discipline of Community Psychology, and draws on related disciplines in the social and health sciences. The program is designed to produce community-engaged scholars who can understand and address the real challenges faced by communities in a multi-cultural and global context. We aim to prepare students for a variety of careers in academia, research, and public policy.

This is an exciting time to join the University of Miami. The university President, Donna Shalala, who served as Secretary of Health and Human Services under President Clinton, is a great advocate of a wellness and well-being perspective. With the leadership of our Dean Isaac Prilleltensky, the department has developed an undergraduate program in Human and Social Development; a master's program in Community and Social Change, and now the doctoral program in Community Well Being.

The CWB program aims to attract applicants who have completed a master's degree in community psychology or related fields, such as public health, education, youth development, sociology, urban studies, and applied anthropology. We are able to offer CWB students a full tuition waiver for required coursework, and guaranteed stipends for 24 months so that they can devote full time to their studies. Funding for additional years may be available to complete courses and dissertation work. The curriculum is interdisciplinary, and builds on existing strengths in the department and beyond. Through the resources available

in the department's doctoral program in Research Measurement and Evaluation, students get a thorough grounding in quantitative and qualitative research methods.

The CWB core and affiliated faculty conduct research with local community organizations, schools, networks and coalitions, neighborhoods and in other national and international settings.

- Etiony Aldarondo – Positive development of ethnic minority and immigrant youth; domestic violence; social justice-oriented clinical practices.
- Dina Birman – Adaptation and acculturation of immigrants and refugees; collaborating with community-based organizations; mental health interventions for children and youth.
- Scot Evans – Roles of community-based human service organizations in the promotion of wellbeing; social change; social justice.
- Blaine Fowers – Ethics; values such as knowledge, justice, friendship, and artistic beauty; human flourishing.
- Laura Kohn-Wood – Race, ethnicity and culture among diverse populations; mental health; development of interventions in under-resourced urban communities.
- Guerda Nicolas – Partnerships with ethnically diverse and immigrant communities; culturally effective mental health interventions; racial and ethnic identity development of children and adolescents..
- Isaac Prilleltensky – Community and critical psychology; prevention; liberation; promotion of well-being.
- Courte Voorhees – Community-based participatory action research to promote social justice, environmental justice, and sustainability.

The Community Psychology Doctoral Program at National Louis University

Written by Tiffeny R. Jimenez, Bernada N. Baker, Suzette Fromm Reed, Brad Olson, and Judah Viola

The Community Psychology (CP) Ph.D. program at National Louis University (NLU) works with students in an empowerment framework. The goal is for students to take on leadership roles within their existing spheres of influence, and to continue to collaborate to enact changes

in marginalized communities and the broader political structures that impact them. Through a combination of coursework and building on students' experiential expertise and research interests, we aim for positive change in individuals, organizations, communities, and public policy. We, the students and faculty, try to mutually provoke critical thinking to effectively address social justice issues within disenfranchised communities at state, federal, and global levels.

Students who enter NLU's Ph.D. program learn methodological tools essential for conducting trans-disciplinary, community-based research and program development and evaluation. With a focus on collaborative skills, students work toward change on a variety of issues such as affordable housing, urban education, child abuse, substance abuse, violence, health, and the physical environment. Contrary to more traditionally-modeled mentorship programs, NLU students set the direction of their research from the start. The students choose their topics with guidance from the faculty, but the project is based solely on their own interests. The students are, or become, the content experts. The faculty, as methodologists, theorists, and critical colleagues, provide guidance and support.

Our students tend to be local non-traditional students in the Chicagoland area with existing work and family commitments. Students commit to a cohort model structure that meets in-person one night each week. In an effort that contextually and flexibly addresses core competencies of CP practice, the program provides coursework in quantitative and qualitative research methods, grant writing, organizational change, evaluation, advocacy, cross-cultural communication, community development, policy change, consultation, and community organizing. Additional opportunities include cross-cohort community-building events, weekend workshop sessions, and connecting with other SCRA, Chicago-area colleagues.

We also have an educational partnership with El Valor, a community-based organization within Chicago's Little Village neighborhood. This is the first CP Ph.D. program that we know of that is primarily conducted in the "community", rather than primarily on a university campus. One of the goals of El Valor *Leadership Through Education* initiative is to increase the number of qualified, culturally, and linguistically skilled people in positions of leadership, especially individuals who identify with the Latino/a and other underserved communities. We currently teach one cohort at the El Valor Cantu Center and are working on additional cohorts, research projects, and other means of engaging this rich and diverse urban area.

National Louis is very proud of its diverse student body whose members typically enter our program with more than a decade of community leadership and/or professional experience. NLU students have begun to offer their insights to the field through scholarship, community collaboration, and involvement with SCRA conferences and publications. The NLU faculty members and students are learning a great deal from each other, and often through shared experiences. We all intend to help the field of CP grow in the 21st century through our community-based work, which we hope will provide new perspectives and directions.

Community Psychology, Liberation Psychology, and Ecopsychology Specialization, Pacifica Graduate Institute

Written by Nuria Ciofalo, Susan James, and Mary Watkins

In Fall 2010 we launched the Community Psychology, Liberation Psychology, and Ecopsychology (CLE) specialization within a M.A./Ph.D. depth psychology program at <http://www.pacifica.edu/cle.aspx>. This specialization emerged from 15 years of experience conducting a similar program on the application of depth psychology to community and ecological issues. Our new curriculum forges interdisciplinary, transformative approaches to personal, community, cultural, and ecological challenges of our time. Euro-American depth psychological theories and practices are placed in critical dialogue with ecopsychology, cultural studies, community psychology, Indigenous, and liberation psychologies. Students travel to campus three consecutive days a month, nine months a year. See our annual newsletter in our website.

Our teaching philosophy is nourished by our values of social justice, peace building, and ecological sustainability. We believe that critical community psychology must address the causes and the effects of collective traumas caused by structural violence and environmental degradation, and sustain community restoration through participatory praxis, empowerment, and liberatory arts. To examine the intrapsychic dynamics of oppression and holistic restoration it must draw on liberation psychology, ecopsychology, and depth psychologies. Finally, to help insure that psychology does not contribute to further colonizing efforts and to draw on and

respect a multiplicity of approaches it must focus on Indigenous psychologies. Our curriculum challenges epistemologies, ideologies, and worldviews—including those of mainstream psychology—to reflect on how these perpetuate injustice and oppression. We seek to legitimize popular knowledge, generate new, inclusive knowledge, develop innovative participatory paradigms, and envision and undertake radical transformative praxis.

Based on the inspiring consultation we received by the Council of Educational Programs (CEP)-Community Psychology Practice Council (CPPC) in 2011, we conduct yearly program assessments applying the SCRA practice competencies. Students are exposed to diverse ways of working with small and large groups through council practice, appreciative inquiry, restorative justice, and methods such as public conversation that help groups navigate deep differences and complex and contested histories. Expressive and creative modalities flowing from community dreamwork and visioning to Boal's theater of the oppressed and embodied practices for healing community trauma enable students to work with a broad range of issues and groups, to develop collective solutions and bolster community resilience.

The research portion of our program is based on the foundation of participatory action research (PAR), alongside qualitative methods, visual and Indigenous methodologies, with careful attention to relational ethics that these approaches require. Through engaged fieldwork each student follows his/her passionate interest and creates meaningful ways of promoting psychological, community, and ecological well-being. Visit http://www.pacifica.edu/community_ecological_fieldwork_research.aspx?terms=fieldwork for examples of student fieldwork. Further, students are exposed to community-based participatory evaluation and apply skills under academic-community partnerships in diverse settings.

When the CEP-CPPC came to our campus, students expressed that they found a nourishing sense of community and belonging within SCRA. One of our students recently earned a scholarship to attend the SCRA Biennial Conference. Further, participating in the conference calls organized by the NGPG is enabling us to learn from the experiences and creativity of other programs. We look forward to expanding our academic and community praxis networks through SCRA to build a strong sense of community with faculty and students at other academic institutions and with community practitioners doing innovative work around the world.

University of Michigan: Michigan Community Research & Action Student Workgroup, University of Michigan

*Written by William E. Hartmann and
Lauren A. Reed*

It has been more than thirty years since community psychology has been a topic of conversation at the University of Michigan (UM). In the early 1980s our psychology department's short-lived community psychology area was dismantled and folded into organizational psychology, and later combined with personality to form our current personality and social context area. However, in the past year, there has been a stir of activity and interest across campus in community psychology among graduate students and faculty. At the center of the commotion is the Michigan Community Research and Action Workgroup (M-CRAW), a graduate student-led organization of students and faculty interested in supporting engagement in community-based, context-rich, social-justice minded, and interdisciplinary research.

Spurred by a sensational community psychology graduate seminar taught by Dr. Joseph P. Gone and the (re)kindling of dormant relational networks among community psychologists at UM, M-CRAW sprang to life in the Winter of 2013. In addition to regular meetings aimed at community building and professional development, M-CRAW has hosted bimonthly guest speakers from among UM's faculty and local practicing community psychologists, sent a delegate of 6 graduate students to SCRA's 2013 Biennial in Miami, and organized a popular multidisciplinary panel of UM faculty on "the continued relevance of community psychology today" featuring Marc Zimmerman (public health and psychology), Lorraine Gutierrez (social work and psychology), Joseph Gone (clinical psychology), and Stephanie Rowley (education and psychology), with guest Edison Trickett from the University of Illinois at Chicago as discussant. Enthusiasm among panelists and a crowd from several schools and programs across campus generated much excitement and momentum toward reestablishing community psychology at UM.

Moving forward, M-CRAW plans to continue fostering a vibrant academic environment at UM that includes and benefits from community psychology perspectives by offering a supportive space where graduate students can participate

in critical dialogue, access resources for professional development, and organize events across campus. Alongside these activities, there is a major push to craft a curriculum for the formalization of a Community Psychology certificate program informed by competencies outlined by SCRA's education committee (*The Community Psychologist*, Fall 2012). Once established, a certificate program will serve as an important next step for instantiating community psychology values and perspectives within UM social sciences and reinserting our institution into larger conversations within the field. We are grateful for the encouragement and support of SCRA's New Graduate Programs Group, and look forward to working together as this process of revitalizing community psychology at UM moves forward. 🌐

Regional Update

Summer 2014

*Edited by Regina Langhout,
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We are a busy group! Across the globe, community psychologists are making an effort to connect with each other and like-minded people. The details in each region give only a partial snapshot of the vibrant communities that we co-create. Enjoy

reading the activities below and contemplating which conversations you might join. Also, I want to welcome a new regional coordinator to the Northeast U.S., Bronwyn Hunter, who is at Yale University. Welcome aboard Bronwyn!



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Global Human Rights: Effective 21st Century Strategies

Written by Katie Thomas

If you have always wanted to visit Australia, here is your chance to attend two conferences in 4 short days. Building on the excellent momentum likely to be generated at the Nov 27-29 Trans Tasman conference, SCRA and Women & Psychology Australia are co-hosting a one day symposium, to be held on November 30, on effective Human Rights strategies. We would like to formally invite and welcome all of our international colleagues. Male human rights defenders will be welcomed and included. The symposium will be a nominal cost to facilitate maximum inclusion and will provide the opportunity for discussion, debate and planning. The focus is on effective activism strategies for advancing women and human rights globally, nationally and locally. The recent abduction of 234 Nigerian School girls in the face of rising violence against females globally highlights the importance of this focus. The day will include two short screenings from the Women, War and Peace PBS series, which revealed how the post-Cold War proliferation of small arms changed the landscape of war with women becoming primary targets, suffering unprecedented casualties, and emerging as leaders in brokering peace and forging new international laws. The morning of the symposium will be a collation, analysis, and discussion of effective change movement and leadership. The afternoon will be a collation, discussion and analysis of effective current and historical change strategies and how these can be mobilized in the 21st century.

Format:

In the morning there will be a half hour screening of the strategies used by Afro-Colombian women standing up for a generation of Colombians who have been terrorized and forcibly displaced as a deliberate strategy of war. Following this will be a session entitled "Affect Bytes" which is a presentation format where

presenters give short, 4 minute presentations in rapid succession.

The topic for the morning Affect Bytes will be: Inspirational Activism.

Presenters will be invited to give a short profile of an activist or change agent, current or historical who they have found personally inspiring. The presentation is to be 3-4 minutes in length with strict time monitoring. There is only a brief announcement of the name of each presenter. This format will enable up to 20 short presentations on effective activism. Following this there will be a facilitated discussion of the activists presented, concepts of activism and a workshopping on findings.

The afternoon screening will move to a global focus on human rights issues and will begin with the screening of interviews with Secretary of State Hillary Clinton, Liberian peace activist Leymah Gbowee, Bosnian war crimes investigator Fadila Memisevic, globalization expert Moisés Naim, and other survivors of war and peace-making.

Following this screening, there will be a second Affect Bytes with the presentation focus of Effective Activism Strategies and Outcomes. Again, there will be strict time monitoring for approximately 20 presenters followed by facilitated discussion and workshopping to analyse what can be drawn from the examples to assist us, in order to survive and be effective in a global context. By the end of the day there will be a body of collated work regarding Effective Global Responses for 21st Century Human Rights to be compiled into a compendium or publication.

The Symposium will be held Sunday November 30th at Edith Cowan University, Mt Lawley, Western Australia. If you would like to participate in the Affect Bytes for either the morning or afternoon session please forward your name, contact details and 50 words outlining either the inspiring figure or activism strategies that you would like to present to Dr. K. Thomas at *mothercarematters@gmail.com*. The submission deadline is July 28th. Alternatively, a link to the official symposium website will soon be posted at <http://scra27.informaticsync.net/event/regional-conferences/>.

United Kingdom (England, Northern Ireland, Scotland, Wales) & Republic of Ireland

Regional Coordinator

Judy Lovett,
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News from Ireland

Written by Judy Lovett

On 25th March, I hosted a half-day event called "Developing Community Psychology in Ireland." This event was funded through the SCRA regional coordinator budget and I received a huge amount of support in organizing the afternoon from Dr. Mary Ivers (UCD/All Hallows) and my colleagues on the Early Childhood Research Team at the UCD Geary Institute.

I extended invitations for this event to the relevant schools in all of the major Irish Universities, in addition to specific researchers and academics working in Ireland whom I knew had a particular interest in Community Psychology. It was designed to be a "getting to know you" afternoon - a very informal half-day session, comprised of presentations on various examples of Community Psychology in Ireland, one international speaker and, finally, a discussion about how we could further develop community psychology as an approach in our country. The event was scheduled to coincide with Prof Joe Ferrari's visit to Dublin.

There were approximately 20-25 people in attendance on the day, which was in line with my expectations. Attendees represented five leading Irish universities, and the different presentations were designed to give everyone a flavor of the current position of Irish community psychology work.

I started the afternoon with a general welcome and introduction to community psychology and SCRA, and then explained my own work to date and how I felt it was relevant. Since graduating college in 2001 I have worked with various marginalized populations and found that community psychology was a common (if hidden) thread throughout my career to date. I also described the evaluation work that we do here on the Early Childhood Research Team, and how specific elements of our research, such as a collaborative approach, consultative design processes, and clear, community-level dissemination are in keeping with the community psychology principles outlined by SCRA.

Dr. Geraldine Moane (UCD) was next to present, and gave a very engaging talk entitled "Community Psychology and Emancipatory Practice." This began with a general introduction to the community psychology paradigm, before she described her own (very significant) contribution to community psychology work in Ireland to date, most notably through the areas of liberation and feminist psychology. Dr. Moane also incorporated examples of key studies from around the world to give us a clear idea of the different methodologies and range of work that can operate under the

community psychology umbrella.

Rachel Manning, a PhD candidate from the University of Limerick spoke next, describing the community psychology principles underpinning her PhD research on the experience of Ireland's homeless services. The final point of Rachel's thought-provoking presentation invited us to consider the potential community psychology has for providing a fresh approach to social problems such as homelessness in Ireland, particularly from a staff and volunteer training point of view.

After a brief coffee break, Dr. Mary Ivers (UCD/All Hallows) was our next presenter, describing how All Hallows College is embracing a Community Psychology ethos in the operation of their university. Dr. Ivers is the head of the School of Psychology at All Hallows, and some of you may remember her speaking about their work and history at the SCRA Biennial last June.

Finally, it was Professor Joe Ferrari's turn to present. He spoke about his Community Psychology work in DePaul University, Chicago, and key studies by his colleagues, linking it all with the Irish work that had been described over the course of the afternoon. His talk was very engaging and led to interesting debates, particularly about the different ways in which social work and psychology currently overlap in Ireland.

We finished the day with a stimulating discussion about how to further develop the area of community psychology in Ireland. Prof Ferrari was instrumental in this discussion, giving us wonderful ideas including how we might link with SCRA in this respect. For now, we have decided to start with a dedicated Facebook page and discussion forum for all of those interested in Irish community psychology issues.

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News from the Northeast

**Written by Suzanne Phillips
and Bronwyn Hunter**

The Eastern Psychological Association (EPA) meeting was held in Boston, March 13-16, 2014, and included a full day of SCRA programming. This year, the SCRA

programming at EPA was spread out over two days. On Friday, we started with a lively paper session. That was followed by a thought-provoking symposium on men's issues, hosted by Todd Bottom. After lunch, Gregg Henriques chaired a second symposium, this on a wide range of issues surrounding professional psychology. The SCRA poster session was on Saturday afternoon; it showcased a total of fourteen posters, illustrating the application of community psychology principles to a variety of concerns, both practical and theoretical. Overall, SCRA programming was very successful this year! As we plan for next year's conference in Philadelphia, please send any ideas/suggestions for themes or programming ideas to:
bronwyn.hunter@yale.edu.

We also would like to welcome Bronwyn Hunter as a Northeast Region Coordinator. Bronwyn has a PhD in Clinical Community Psychology from DePaul University and is currently a Postdoctoral Fellow at Yale University, The Consultation Center. Bronwyn looks forward to promoting SCRA visibility and increasing communication among members in the Northeast Region. **Calling all graduate students!** We are looking for a graduate student representative to join our team to provide regional leadership and guidance to the processes of membership development, activities, and communication. If you are interested in serving as a graduate-student representative, please contact Michelle Ronayne at:
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News from the Southwest

Written by Eylin Palamaro Munsell

In April, Susan Wolfe, Maria Felix-Ortiz and I had the opportunity to meet in person at the 94th Annual Southwestern Social Sciences Association (SSSA) conference in San Antonio, TX. SSSA is the oldest social science association in the U.S and is an organization that promotes an interdisciplinary approach to the social sciences.



Both Susan and Maria presented community work at the conference. Maria and her students from the University of the Incarnate Word presented their work within the Addiction Prevention Specialist/Community Psychology option. They presented preliminary findings from their research and reflected on how their work correlates with the Texas State requirements for the certificate in "prevention specialist."

Susan presented an overview of the community psychology practice competencies developed by SCRA. Her colleague, Kelly Bellinger from San Antonio's Healthy Start program, provided examples of those competencies applied in practice.

Susan, Maria and I also enjoyed dinner at La Fogata restaurant, which gave us the opportunity for an informal meeting, to get to know one another and to discuss the Southwest Region and SCRA. After dinner, Maria treated us to an impromptu tour of the lovely city of San Antonio. Thanks Maria, for the lovely hospitality.

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News from the Southeast

Written by Alex Ojeda,

Scot Evans,

and Candalyne Rade

The southeast region is excited to share two updates, one from students at the University of South Carolina who are planning our regional ECO conference and the other from the University of Miami.

ECO Conference Update:

The Southeast region is busy finalizing for this year's Ecological Community Psychology Conference (ECO), which will be held the weekend of October 10th at Hickory Knob State Resort Park in South Carolina. This year's theme will be Transforming the Landscape: Creating Positive Community Change from the Ground Up and will include topics on health and wellness, promoting community and social change, empowerment, and human diversity. Call for presentations will open the last week of May. We hope you can join us in October! For general information about the upcoming ECO conference, please email us at SoutheastECO@scra27.org or visit the SCRA Regional Conference webpage.



SE ECO 2014

Transforming the Landscape

University of Miami Program Update:

The Peace Corps Master's International (PCMI) Program in Community and Social Change at the University of Miami's School of Education and Human Development is designed to allow students the unique opportunity of integrating a master's degree with overseas Peace Corps service in youth development. This summer and fall, our first cohort of master's students are leaving for Peace Corps service in Morocco, Dominican Republic, China, and Macedonia. For more

information visit: www.education.miami.edu

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News from the Bay Area

Written by Erin Ellison

The Bay Area Community Psychology and Intervention Group's Spring Symposium was held at UC Santa Cruz on May 2nd. Over 25 people joined us on a sunny evening in the rooftop greenhouse of Thimann Labs. We also had a dinner party at the Santa Cruz wharf after the symposium.

The spring symposium featured excellent and engaging presentations by Marcia Ochoa, Associate Professor of Feminist Studies, and Harmony Reppond, Ph.D. Candidate in Psychology and Feminist Studies. Marcia discussed community-based work with the El/La Para Translatinas in San Francisco, and Harmony presented on stereotypes about homeless mothers that occur within homeless shelters. The second presentation was especially notable because local homeless shelter workers were able to attend the meeting. This led to a fruitful and engaging conversation. Afterward, several of us had dinner on the Santa Cruz wharf, where we were able to watch the sun set. The Bay Area Community Psychology and Intervention Group consists of community psychologists, clinical psychologists, public health researchers, community workers, and colleagues from other fields with interests in community-based research and action. All students, faculty, practitioners, and community members with interests in community-based research and interventions are welcome in this group. We usually have two brief informal presentations, along with time to network, connect and informally check in about issues and ideas from our work. Our next meeting will be in Berkeley next fall. If you are interested in becoming part of this network, please contact Erin Ellison (eellison@ucsc.edu) and Aran Watson (aran@rysecenter.org).



News from the Northwest

Mark your calendars! ECO will be held on Friday, October 17th, 2014. This year, it will be hosted by Portland State University. The conference will be at the Native American Student and Community Center on the PSU campus. Check out the SCRA webpage for more details.

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News from the Midwest

Written by August Hoffman

and Luciano Berardi

The 2014 Midwestern Psychological Association SCRA affiliate conference held its annual conference at the Palmer Hotel April 30, 2014 – May 2, 2014. The SCRA affiliated meeting included 30 roundtables and symposia presentations and over 37 posters presented by undergraduate and graduate students from across the region.

Metropolitan State University students Richard Downs and Shawn Veldey discussed their community action research at the SCRA round table discussion seminar. They discussed their trip to Newtown, CT, which was highlighted in Regional Column of the Winter 2014 TCP issue. Overall, The quality of the posters presented by students

was remarkable. Awards for student poster presentations were awarded to: *Sindhia Swaminthan* from Bowling Green University, and *Jaclyn Houston* and *Adina Cooper* from DePaul University. Congratulations! The poster competition was recognized at the annual SCRA dinner held Friday, May 2, 2014. You may find the SCRA program at page 253 of the 2014 MPA program at: <http://midwesternpsych.org/Resources/Programs/PROGRAM%202014.pdf>.

After the SCRA affiliated meeting concluded, a social event at a nearby restaurant allowed members to have an informal opportunity to meet with students, practitioners and faculty from across the region. This was a fun and relaxing time to eat and drink with fellow members. Over 60 members and non-member undergraduate students attended the event. People were from: Southern Illinois University Carbondale, Inver Hills Community College, University of Michigan, University of Illinois at Chicago, University of Minnesota-Duluth, Palo Alto Veterans Affairs Health Care System, Northwestern University, Roosevelt University, National Louis University, Metropolitan State University, Michigan State University, Truman College, Wichita State University, University of Michigan-Flint, Lake Forest College and DePaul University.

It's not too early to begin thinking about the 2014 Ecological Community Psychology Conference (Midwest Region). This year, it will be hosted by National Louis University in Chicago. You can soon check SCRA website for more details on ECO conference.

Announcements or information for inclusion in future Midwest updates should be sent to *August Hoffman*: *August.Hoffman@metrostate.edu* 📧

Rural Issues

Edited by Susana Helm

The Rural IG column highlights the work of community psychologist and colleagues in their rural environments. Please send submissions to me (*HelmS@dop.hawaii.edu*). This is a great opportunity for students to share their preliminary thesis/dissertation work, or insights gained in rural community internships. For this issue we have a brief report co-authored by Erika Jang, an undergraduate majoring in Family Relations, in the College of Tropical Agriculture and Human Resources at the University of Hawai'i. Erika completed her junior year internship (one semester, Spring 2014) in our department's Rural Health Initiatives program.

Brief Report: Enhancing Access to Health Resources through Professional Development.

Written by Susana Helm and Erika Jang, Department of Psychiatry, University of Hawai'i

To emphasize the limited access to health resources in rural areas of our own State, we studied proportional differences among adult patients in the emergency department with PTSD, mood disorders, and anxiety (Onoye, Helm, Koyanagi, Fukuda, Hishinuma, Takeshita, & Ona (2013). Among the 74,787 emergency department visits during the study period, 2.7% of adult patients had been diagnosed with PTSD, mood disorder, or anxiety disorder, while 7.4% had been diagnosed with any mental health issue. Analysis indicated that there were more emergency department visits by patients living in rural than urban communities, suggesting that people who live in rural areas with common mental health problems (PTSD, mood disorder, or anxiety disorder) appear to use hospital emergency departments to get mental health services, and this results in higher costs and less resources for non-urgent care. Therefore, improved professional development for screening and appropriate referral may reduce the rate of ED use and improve access to more appropriate care.

With this in mind, our Rural Health Initiative group is working with our Continuing Medical Education (CME) Committee. CME consists of educational activities that serve to maintain, develop, or increase the knowledge, skills, and professional performance that physicians use to provide services to patients, the public, or the profession (excerpted from: <http://www.hawaii-residency.org/psychiatry-residency/continuing-medical-education-program-cme>). The CME committee reviews and coordinates a number of CME activities, such as weekly grand rounds, monthly journal clubs, and annual conferences. The primary audience is physicians, and specifically psychiatrists. Not surprisingly, other health professionals participate in our department's CME activities because the mental health is an interdisciplinary field. Furthermore, our grand rounds and other activities often are available to rural and remote health practitioners through videoteleconferencing.

By becoming more inclusive of rural communities, where health resources tend to be limited and where the majority of Native Hawaiians tend to reside, our Rural Health Initiative group is working to enhance rural and Native Hawaiian

access to health resources by expanding professional development opportunities via our CME sponsored grand rounds. Our initiative aligns with "Rural Healthy People 2010 - Evolving Interactive Practice" which identified rural health priorities by surveying state and local rural health leaders from across the nation (Gamm & Hutchison, 2006). Among the top 14 priority areas, access to quality health services was ranked first, and mental health was ranked fourth. Furthermore, approximately two thirds of the respondents ranked access as the first priority.

Access to health resources is linked fundamentally to rural health professional recruitment, retention, and development. Therefore, we have created our own survey to assess the extent to which health professionals would like to earn continuing education credits in their field by participating in our grand rounds, as well as to ascertain the extent to which these health professionals reside in and/or work in rural and/or Native Hawaiian communities. Our grand rounds generally are held weekly for an hour, and consist of a formal presentation (40-45 minutes) and a Q&A period. Topics have included psychopharmacology in nursing homes, drug interdiction versus treatment, bedside exams to screen for mild cognitive impairment, stigmatizing experiences during psychiatric residency, to name a few.

It is important to note that the definition of health resource access may vary by stakeholder, and with out an agreed upon definition, rural access to health resources may continue to be limited (Russell, Humphreys, Ward, Chisholm, Buykx, McGrail, and Wakerman, 2013). Russell, *et al* recommend delineating seven dimensions of access so that policy makers and others are able to recognize the complexity of health resource access and plan accordingly. "Availability" addresses whether there are sufficient services available in rural and remote communities. "Geography" refers to how easily consumers in rural and remote communities can get to services or services can be delivered to them. "Affordability" concerns whether consumers can afford services and related expenses (e.g. in Hawai'i accessing services may require a flight to a different island, overnight lodging for family members in expensive hotels, rental car, etc). "Accommodation" focuses on the way in which the service is organized to suit the context from which the consumer comes. "Timeliness" refers to whether the service can be obtained in a timely way. "Acceptability" highlights the extent to which the service meets the sociocultural needs of consumers. Finally, "awareness" focuses on the way in which consumers understand their health issue(s) and the services

available to them. With respect to our CME committee undertaking this professional development expansion initiative, we hope to improve our grand rounds across each of these dimensions of access.

In reviewing the literature on the topic of rural health professionals, a key to recruitment is exposure to rural health work settings during initial training, while a key to and retention is professional development through continuing education. For example, in a focus group study of rural health clinic performance, clinical managers and administrators ranked continuing education as a top priority (Ortiz & Bushy, 2011). Regarding recruitment, a study of the way in which career values and perceptions of rural work environment influence one's career trajectory to work in a rural setting showed that prestige was the most important work value that predicted whether students and practitioners would choose to work in rural area (Conomos, Griffin, and Baunin, 2013). People who valued prestige were less likely to select rural work. They also found that rural exposure during training was related to a more positive view of the rural work environment, which may in turn reinforce work values (such as deemphasizing prestige).

In a related study, Haq, Stearns, Brill, Crouse, et. al. (2013) focused on recruitment of health professionals to work in health professional shortage areas (HPSAs) with a focus on urban communities. The authors pointed out that more than 20% of Americans live in HPSAs, which are defined as inner city or rural geographic areas/populations. HPSAs are disproportionately affected by the increasing shortage of physicians and other health professionals projected through 2015. The authors described the Training in Urban Medicine and Public Health (TRIUMPH) curriculum for medical students, which was designed to build skills in three interrelated domains: clinical, community and public health, and personal. Participating students were surveyed on their TRIUMPH experience. Results indicated that students showed a commitment to and increased confidence in working with underserved populations, that the experience gave them an opportunity to work in underserved practices with positive role models and enhanced their educational experiences in these settings.

Looking ahead, we will be administering our survey via professional listserves that include both practitioners and students/trainees. We are targeting professional fields most likely to encounter rural residents in need of mental health screening and referral, including psychology, social work, and nursing.

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Student Issues

Edited by Danielle Kohfeldt and Chuck Sepers

Making the Invisible Visible

Written by Irene Daboin, Georgia State University

There is an invisible truth about me that most people that I interact with on a daily basis don't know: I am an international student. I was born and raised in Caracas, Venezuela. At the age of eighteen, in fall 2007, I moved by myself to the United States to pursue my undergraduate degree at University of Miami, and in fall 2011 I moved to Atlanta, GA to pursue a PhD at Georgia State University. I have light-toned skin and green eyes, which most people don't associate with a Latino background, and while in Venezuela I attended a bilingual school from a very young age. This means that I often go by unnoticed, not having an accent or a look to give away where I am originally from. I experience the advantage, then, of not being immediately stereotyped as a Latina, but also experience the disadvantage of feeling like my identity is invisible and overlooked. Some days, like the days in which Venezuelan political

turmoil is overwhelming and I fear for my family and friends back home, I wish that my identity was not invisible; that those around me would be reminded of where I am from and treated me differently because of it. It is a daily struggle and an internal conflict. I do not want to be treated differently in ways that would lead to typecasting, pitying, tokenizing, or undermining. And yet I do not want any special treatment either. I just wish to be recognized for who I am, and have the multi-faceted aspects of my identity be noticed.

I imagine I must not be the only one. Whether it's because of their ethnic background, their sexual orientation, their family struggles, or their financial situation, I would guess that there are many graduate students out there feeling like a part of them is invisible. My intention in writing this article is to start a conversation and to make some recommendations (applying foundational principles of community psychology) that I think may be helpful in order to make training programs across the United States safer environments for making the invisible visible.

I am very fortunate to be attending a program where diversity is a central tenet, not just as part of our training, but across all dimensions as a general program philosophy. Based on my own experience at Georgia State University, and acknowledging how this program-wide philosophy has encouraged me to voice my needs and share my invisible identity, that is my first recommendation: **(1) Promote and support diversity at all ecological levels.** I strongly believe that training programs should show their commitment to hire diverse faculty, recruit diverse students, promote diversity training, discuss diverse issues, and encourage tolerance and awareness. However, my fear is that most training programs stop there and forget to maintain and support this diversity. Once a program has hired diverse faculty and recruited diverse students, supports and resources should be put into place to protect and encourage these individuals, allowing them to thrive. Support group meetings, social hours, and peer mentorship opportunities are just some ideas that come to mind. Furthermore, I believe programs should show their commitment to diversity beyond just face-value activities: diversity awareness should transpire in everyday social interactions and administrative decisions. Diversity should occur both in front of and behind the curtain in order to provide safe spaces for diversity to prosper. In this way, it is up to those in higher-up positions to set the tone and lead by example, and seek out their own diversity training in order to ensure that they practice what they preach. And beyond just formal training, I

believe the key is formal program members to harvest their local resources: consult with your diverse faculty and students, ask them what they think, what they would suggest, how your decisions affect them, and how things could be made better. Make them an active part of the process, not just to maintain the diversity in your program, but also to empower your current pillars of diversity.

This leads me to my second recommendation: **(2) Empower individuals within your program and show that you value your human resources.** I believe it is crucial that training programs provide opportunities for individuals (both students and faculty) to be involved in decision-making, and that programs give recognition and reward individuals for their personal strengths. The former I already have partially explained, but the latter is also important. It should go beyond just rewarding academic or research-oriented strengths and beyond just holding program-wide or 'end-of-the-semester' celebratory events. Even if individual strengths are just rewarded through small gestures (a congratulatory email, a thank you note, a box of doughnuts for the office or the lab), it is vital for individuals to feel appreciated for who they are and visible for what they do (from marathon-running, to being a dedicated parent and balancing parenthood with studying, to making it to work on-time even though they live far away).

I am reminded of the Zulu greeting: "Sawubona", which means "I see you", and basically suggests "You are not invisible to me, I recognize you for who you are, and I acknowledge and value your existence". The response to this African greeting is "Ngikhona", which means "I am here" and expresses gratitude for being recognized. The values behind these greetings are embodied by our foundational principles of *Ecological Perspectives* and *Empowerment*, which we must apply to our lives as community psychologists and not just our work. There is also a Zulu saying which states "A person is a person because of other people." We feel that our identities are visible or invisible according to how others respond to us. If training programs can successfully apply the two recommendations I've described, I believe we can make the invisible visible and promote healthier, more productive training environments.

Drug Policy in Illinois: Addressing the Suburban Opiate Overdose Epidemic

*Written by Vilmarie Fraguada Narloch, M.A.,
Roosevelt University*

Before coming to graduate school, my knowledge of drug policy was very limited. My previous clinical experiences in the chemical dependency clinic of a hospital taught me that effective substance abuse and addiction treatment was very difficult to obtain for most people in the community who would actually need it. Even clients with insurance had a very difficult time obtaining the funding to cover the expensive cost of treatment. I vividly remember having completed a chemical dependency consult in the psych unit one day on a woman who was desperate for inpatient treatment after several overdoses and suicide attempts. This woman did not want to die, but realized that these attempts were her only chance for admittance into the hospital. After completing the consult and providing my recommendations for her to go to a long-term inpatient facility, I learned that she would only get four days of inpatient addiction treatment. I knew that four days would be next to useless for this client, and I felt defeated and furious about how this system had failed this woman and several other clients I had seen. I knew I wanted to do something to change the barriers that prevented people from getting the treatment needed. In addition, I wanted to do something to change the barriers that make it difficult for good people who suffered from addiction and substance abuse to get jobs, housing, education and resources. At that time, I had no idea how to do those things.

Fortunately, while interviewing for the Roosevelt University Clinical Psychology Psy.D. program, a professor introduced me to Kathie Kane-Willis, the director of the Illinois Consortium on Drug Policy (ICDP). Once I accepted a position as a research assistant at the consortium, I knew I finally had a chance to do work that would make a difference in the barriers I had witnessed. As part of my job, Kathie recommended I join Students for Sensible Drug Policy (SSDP) to be able to meet other like-minded students.

The ICDP began in 2005 with the help of a grant from the Drug Policy Alliance (DPA) in order to establish drug policy research in Illinois. The work we do at the ICDP in analyzing data sets, interviewing impacted populations, legislative reviews, and more, combines work from other non-profit organizations, scholars and policymakers in order to create policy recommendations (Kane-Willis, Schmitz, Bazan, Narloch, & Wallace, 2011). As a team, we spend a lot of time gathering or analyzing data for our research reports, planning major university events to disseminate our research, and advocating for more sensible drug policies using the results of our research as evidence. In the past few years, the ICDP has focused

on addressing the heroin use epidemic in the suburbs of Illinois. The ICDP released the first report examining heroin use in the state of Illinois in 2010 (Kane-Willis, Schmitz, Bazan, & Fraguada Narloch, 2012). Noting significant heroin use in the suburbs, we decided to work on an additional report focusing on suburban heroin use. A community organization contracted with us to complete the report in order to inform the development of a comprehensive heroin prevention program. A variety of methods were used to get a well-rounded understanding of the heroin use trends in the suburbs, including interviewing current heroin users and those in recovery, conducting focus groups with youth who had experienced drug education and had a history of substance use, and surveying parents of youth (Kane-Willis et al., 2011).

During this time, we were also involved in the development of legislation for what is now the Illinois Emergency Medical Access Act, also known as the Good Samaritan Law. This law, which went into effect on June 1, 2011, allows for limited immunity from charges for possession of small amounts of illegal substances if calling 9-1-1 or taking the victim to the emergency room in the case of an overdose. In essence, it helps to ensure that people call for help in the event of an overdose by removing the possibility of charges, as the number one reason that people avoid calling for help is this fear of punitive action (Illinois Consortium on Drug Policy, 2013). In 2010 and 2011, I worked to advocate for the law by asking friends, family and the Roosevelt community to contact their local representatives in favor of the law. Because of this advocacy work, our SSDP chapter received a "Saving Lives" award during last year's Overdose Awareness Day activities.

This semester, I have been involved in getting the message out about the Good Samaritan Law and advocating for better access to naloxone, which is the opiate antidote that can reverse an opiate overdose. In 2010, the Illinois legislature enacted the Overdose Prevention Act allowing trained individuals to possess and administer naloxone (Narcan™) to someone experiencing an overdose (ICDP, 2013). In February of 2013, I participated in the training required in order to possess and administer naloxone in the state of Illinois. In addition, I have also been involved, along with my ICDP colleagues, in the Illinois OD Action group. This group consists of people directly impacted by the heroin epidemic from all over Illinois. This group includes parents and family members who have lost loved ones due to overdose, people in recovery, people who have survived an overdose, mental health and public health professionals, researchers, physicians, and

more. The group works collaboratively to plan events and educational opportunities for their communities. A lot of our communication takes place via Facebook, since we are all over the state, and time-sensitive issues and questions are addressed quickly through this social media site. This year, we chose to involve this group in the planning of our ICDP events. For example, for our most recent Forum on Drug Policy, one of our panels included people from Lake County who have been actively trying to save lives and spread the message about the Good Samaritan Law and naloxone access in their community. We wanted our audience to be able to see this work from the perspective of ordinary people that are doing it. Lake County is working to develop a comprehensive heroin education program similar to that of the Robert Crown Center, and reached out to us at the ICDP to help them in their efforts.

The Annual Forum on Drug Policy is one of the ICDP's biggest events of the year, typically taking place in April. The forum is one of my favorite things that I get to be a part of at the ICDP because it brings together such a unique group of people: advocates, professors, authors, legal and law enforcement professionals, researchers and field experts. Our panelists discussed the sustainability of existing U.S drug policy models in the United States and internationally, and examined public health solutions designed to address the opioid overdose crisis. The event this year was especially rewarding since many of our OD Action community members attended and were able to gain knowledge and information straight from the sources. During our reception following the event, I witnessed many connections created between the community members and other professionals. It was very rewarding to see these people feel so empowered and motivated to bring this new information back to their communities, where they have become leaders for this movement.

In addition to the forum, the ICDP has been attending and presenting at conferences and educational events in order to educate communities about the Good Sam Law and naloxone access and administration. In March, my colleagues and I attended the Southern Illinois Methamphetamine and Other Drugs Awareness Conference in Carterville, IL. At that conference, we presented in several sessions and I had an opportunity to present in a workshop to provide an overview of the Good Samaritan Law. Professionals in the public and mental health fields as well as concerned community members attended the workshop, and their participation helped us to revise how we implement our community outreach and education about

this cause. Involving community members and those who this epidemic has had an impact on led to the empowerment of these communities to take on this cause and work to make changes in how they address the problem in their area.

The events and activities that the ICDP has been a part of have had a big impact in Illinois. Once we began collaborating with community members and hearing their personal stories about how the heroin problem in Illinois has affected them, we knew we were on to something that would make a big difference. By providing a platform for these people to tell their stories in our research reports and at our events, we have spread this message all over the state (and beyond). We have demonstrated how some of our drug policies have actually perpetuated this problem, and how new policies such as the Good Sam law and naloxone access are actually making a positive difference. We demonstrate that ordinary people are able to save lives because of these policies, and we can do so because community members have been empowered to help the rest of their community by telling their stories. These activities and the many other drug policy related activities in which I take part have had a huge impact on my professional development. Although I knew when I started at Roosevelt that I wanted to work primarily with young people who have substance use disorders, I have gained the knowledge and skills to address the problem on many levels. Remembering the sense of defeat I once felt when working with clients, I am able to recognize how much more empowered I am now to actually make a difference in the lives of people that are affected by substance use and addiction. I will continue to on drug policy activism as I continue in my career as I have developed a real passion for this work.

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mstrompolis@gmail.com:

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The Community Psychologist is published four times a year to provide information to members of the **SOCIETY FOR COMMUNITY RESEARCH AND ACTION**. A fifth *Membership Directory* issue is published approximately every three years. Opinions expressed in *The Community Psychologist* are those of individual authors and do not necessarily reflect official positions taken by SCRA. Materials that appear in *The Community Psychologist* may be reproduced for educational and training purposes. Citation of source is appreciated.

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Remembering Swampscott

Swampscott: a critical commentary

Written by David Fryer,
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An invitation to help celebrate the 50th anniversary of the 1965 Swampscott conference, positioned by many as central to the beginnings of United Statesian community psychology, is, to two British social scientists working in Australia, committed to engaging critically with the implications of power-knowledge for subjectivity and community and troubled by United Statesian dominance of community psychology, a bit like two Anglo Saxons being invited to celebrate the Norman Conquest in 1066 or Indigenous Australians being invited to celebrate 1788, when the First Fleet of British settlers arrived on Australian shores (<http://www.sbs.com.au/news/article/2014/01/24/invasion-day-debate-resurfaces>).

In this context we are not interested in whether earnest claims about Swampscott are true or even interesting so much as how ritual incantations of Swampscott-related claims have contributed to the United Statesian colonisation of community psychologies around the world. More precisely, we are interested in the roles of the Swampscott discourse in: constituting that colonising version as dominant by bestowing upon its claims the status of being true; constituting that colonising version as dominant by bestowing upon its practices and techniques the status of “effectiveness”; constituting that colonising version as dominant by bestowing upon its values the status of progressive; constituting that version as dominant by bestowing upon its missionaries the status of authority etc. Simultaneously we are interested in which interests groups have been, and are being, privileged by the power relations which are inseparable from these constitutings.

Within the dominant community psychology discourse, Swampscott has been positioned not only as the origin of United Statesian Community Psychology, and not only as the origin of all community psychology but, effectively, as the origin of anything which could be described as community psychology! Moreover although the ‘Swampscott brand’ of community psychology was first promoted by United Statesian community psychologists, as intellectual colonisation of community psychology progressed, United Statesian community psychology has repeatedly been reinscribed by non-United Statesian community psychologists in other countries.

The positioning of Swampscott as the origin of all possible community psychologies is only one of many discursive manoeuvres which function to lend authority to claims that a culturally specific social construction, a product of its time and place, is of universal significance but the Swampscott discourse is one important weapon in the United Statesian colonisation, supplanting and obliteration of internationally diverse ways to engage with community, power and subjectivity.

Swampscott has again and again been positioned as central to the construction, truthing and legitimation of United Statesian community psychological claims. For example, Merrit, Greene, Jopp and Kelly (1999) claimed that the Swampscott Conference “is identified as the founding event of the field” and related variations of the claim, which position the origins of community psychology in domestic events in the USA, are oft repeated in various forms by many other United Statesian community psychologists. For more details and references including some caveats, see Fryer (2008a).

This United Statesian version of community psychology has been and is evangelised through: the most prestigious community psychology journals (which are United Statesian) *American Journal of Community Psychology* and *Journal of Community Psychology*; the most well widely read community psychology textbooks; marketed by the most powerful United Statesian / multinational publishers; US graduate courses generating more credentialed community psychologists than anywhere else; the most powerful community psychology professional organisation (SCRA) which convenes the most important national biennial conference of community psychology, manufactures the most awarded community psychology academics as well as promoting community psychology origin stories which position the beginnings of community psychology as in the USA at Swampscott amid domestic US political events. For more details see Fryer and Fox (in press).

The version of community psychology central to the Swampscott discourse, which emphasises: ecological levels of analysis; social context; cultural diversity; competence; prevention; self-help etc., can be found not only in most United Statesian textbooks (e.g. Dalton et al. 2001, 2007; Kloos et al. 2012; Levine and Perkins 1997; Nelson and Prilleltensky, 2005; Rappaport 1977; the web site of The Society for Community Research and Action (<http://www.scra27.org/about>) and the entry on community psychology in Wikipedia but is also reinscribed in many *international* textbooks.

For example, in *Community Psychology and Social Change Australian and New Zealand Perspectives*, Thomas and Veno (1996: 25) summarise the core values and principles for an Australian and New Zealand community psychology’ as: ‘empowerment, social justice, diversity and cultural pluralism, cultural awareness, social innovation, evaluation, community development and participation, collaboration and partnership, an ecological approach, systems perspectives, prevention and localisation’ and the chapters of Orford’s (1992) influential British textbook of community address: ecological levels of analysis and intervention; social support; power and control; methodological eclecticism; collaborative working; prevention; organisational change; self-help and non-professional

help; and community empowerment. Orford (1992) admits of a table in his book which he says provides the source of answers to the question of what people actually do when they are doing community psychology, that 'this table is taken, much modified, from one in Rappaport's (1977) book' (p. 4).

That a United Statesian version of community psychology has become globally dominant is not disputed even by United Statesian community psychologists but neither is it positioned by them as problematic (Wingenfeld and Newbrough, 2000: 779) who discursively positioned United Statesian community psychology as 'created at a conference' in the USA, referred to community psychology, or closely related work, reflecting "*influences from the U.S. sources*" (ibid: 780) around the world.

Writing in 2000, Wingenfeld and Newbrough (2000: 780) claimed: 'Poland and Cuba are the two countries where influences from U.S. community psychology have been minimal'. However, Bokszezanin et al. (2007) writing on community psychology in Poland, include only one reference: Dalton et al. (2001). Referring to a survey they did of psychology departments in Polish universities inviting respondents to provide "their own definition of community psychology" (p. 352), the authors wrote: 'to assess the fidelity of these definitions, we used as an anchor a broad definition of community psychology as a discipline seeking to understand and to enhance quality of life for individuals, communities, and society', adding in a footnote "we chose Dalton et al.'s definition because of its elegant inclusiveness of the multitude of aims and values generally associated with community psychology in the West" (p. 352). In like vein, Raviv et al. (2007) wrote of community psychology in Israel, 'the principles of community psychology, to which we shall refer throughout the chapter, are based on the principles delineated by Levine and Perkins (1997). Colonisation works most effectively, of course, through the colonised coming to think like the colonisers.

United Statesian intellectual colonisation with its origins in Swampscott, whilst irritating, might not be a serious problem if the United Statesian intellectual export were unproblematic but, from a critical and decolonising standpoint, it is not. The internationally dominant, United Statesian, form of community psychology not only draws on the mainstream positivist modernist psychological disciplinary tradition, literatures and frames of reference (Coimbra et al. 2012, p.139) and is problematic in the way it engages with power (Fryer, 2008b) but it is, as Seedat et al. (2001, p. 4) assert, characterised by 'discriminatory approaches', "hegemonic and epistemological domination" and 'an accommodationist position seeking greater influence within the mainstream fraternity'. United Statesian community psychology is, from a critical standpoint, a version of the mainstream psy-complex, "the heterogeneous knowledges, forms of authority and practical techniques that constitute psychological expertise" (Rose 1999, p. vii), integral to governmentality through neoliberal subjection and compliance in the 21st century.

If Swampscott was the scene of the birth of a version of community psychology, the child has grown up to become a hegemonic problem for those around the world trying to develop and deploy alternative ways to engage progressively with power, subjectivity and community which do not reinscribe the problematic features of intellectually colonising Anglo-United-Statesian 20th century psy-disciplines. The development of such radical alternatives is happening around the world, for example, in, Australia, Central America, New Zealand, Palestine, the Philippines, Scotland, South Africa and in other places, including in the USA, but it is, from our standpoint, happening outside community psychology and with roots far away from Swampscott. But that is another story beyond the scope of this commentary....

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