



## The Vail Conference

### Editor's Note

In July, 1973, a five day conference was held in Vail, Colorado on professional training in psychology. Several members of Division 27 were participants at Vail, and four have agreed to provide their reactions for Division members. In addition, a series of recommendations were formulated by the Interest Group on Community Psychology at Vail. These recommendations follow the statements of the participating Division 27 members. Members are urged to provide feedback on their reactions to the recommendations to Erasmus L. Hoch, Department of Psychology, University of Michigan, Ann Arbor, Michigan 48104.

## Interest Group On Community Psychology

### Recommendations at the Vail Conference

1. We recommend that the Division of Community Psychology in concert with the Education and Training Board, Board of Professional Affairs and other key APA boards and committees, and in cooperation with state and local personnel boards, and state certification and licensing boards, develop guidelines for the diverse roles in community psychology. This will insure that there are realistic career ladders for all levels of training.
2. A realistic career ladder structure needs to be developed for community psychology from the journeyman entry level (Master's level) to the doctorate and to the necessary continuing professional development beyond.
3. Personal competence, skills, and related experiences should be applied as experience equivalents in lieu of specific academic requirements in meeting formal training requisites and for salary levels associated with designated positions in a functional career ladder. Appropriate means for a systematic evaluation of these competencies should be developed at a national level.
4. Training for careers in community psychology shall be implemented via active, continuous collaboration between multiple and diverse settings such as departments of psychology, professional schools, interdisciplinary training programs and a variety of service settings. It is important that funding and accreditation of training settings be based upon the explicit interrelationship of training opportunities among various training sites.
5. Training in community psychology at all levels and in all settings shall require appropriate competence in the critical evaluation of programs.

6. Every university training program in community psychology shall require all staff at all levels of training to participate in appropriate continuing education for the equivalent of at least two months out of every two years—permitting variable amounts of time in a variety of settings.
7. Community service centers shall require all staff at all levels of training to participate in continuing education programs for the equivalent of at least two months every two years permitting variable amounts of time in a variety of settings.
8. A system shall be developed for an ongoing dialogue between various community forces, including the recipients of psychological services and the professionals involved in the delivery and evaluation of such services.
9. Greater emphasis should be placed on developing structural delivery modalities and specific approaches that greatly expand the scope of services to the many in society who require help. Such changes are urgently needed if current overwhelming imbalances between need and resources are to be reduced.
10. Psychology should place greater emphasis on, and allocate more of its resources to, the study of social institutions, how they shape behavior and how they can be modified. This changing emphasis must be reflected in training modifications.
11. Community Psychology should devote substantial energies to training, service, and research on topics of competence and health, in contrast to the issues of psychopathology and personal incompetence.
12. Community Psychology should insure that minority persons who have been disenfranchised, and who are without the traditional access to clinical and community services, have increased opportunities to receive such services.

## EPA Convention: April 18-20

Division 27 will be holding a 3 hour panel/discussion meeting at the forthcoming Eastern Psychological Association Convention (April 18-20) in Philadelphia, Pennsylvania. This meeting will take place on Friday, April 19th, from 12 noon-3:00 p.m. in room 540 of the Sheraton Hotel.

Several community psychologists who attended last year's Vail Training Conference will discuss issues in a panel format. Small group discussions will follow. Recommendations will be prepared and submitted to the Division 27 Executive Board for consideration and submitted to the Division 27 Executive Board for consideration at the APA meeting in New Orleans. David D. Stein, the Eastern Regional Representative, will chair the meeting.

# The Vail Conference

## Fallout for Community Psychology

James G. Kelly  
University of Oregon

### *The Early Context*

The Conference on Patterns and Levels of Professional Training in Psychology which took place in Vail, Colorado between July 25-30, 1973 was prompted by the pleas, charges, and searches of a group of professional psychologists who, during the late 1960's, formed the National Council on Graduate Education in Psychology. The most visible members of this group were Norm Matuluf and Peter Rothenberg. In response to the mood generated by this group the APA Board of Directors created an Ad Hoc Committee on Professional Training, to be chaired by John Darley. This committee elected to develop a proposal to NIMH for a national conference on professional training which would include (a) students, professional psychologists from multiple ethnic groups, and women psychologists, and (b) psychologists who represent and are concerned and active in developing different levels of training. The hope of the APA Committee was to arrange for a committee to generate a frame of reference for alternate training programs. One working premise was that professional training should and could be sponsored in settings other than Ph.D. programs in departments of psychology.

The grant was awarded and Maurice Korman and the Conference Steering Committee, along with Bob Hoch began to design a conference which would make it possible for a diverse group of 130 participants to generate new directions for professional training.

### *The Conference*

With a blend of plenary sessions, task groups, and informal conversations and fun, the conference generated resolutions focusing on such issues as training settings, content of training at doctoral, post doctoral and continuing education levels, content of training at master's level, content of training at bachelor's level and below, human resources manpower systems, professional training and minority groups, professional training and women, issues related to students in training, service delivery models and approaches, evaluation of training patterns and delivery systems and legal, administrative and structural considerations. There were also recommendations from interest groups on clinical, child and developmental psychology regarding the distribution of power with training settings and community psychology. A copy of the 12 recommendations from the Community Psychology Interest Groups to the Vail participants is included below.

Themes extracted from my recall of the Conference are as follows:

1. Professional training should be sponsored and developed in varied settings.
2. Professional training should be designed so that persons from the AA degree to the Ph.D. degree are participating in an open career training and service delivery system.
3. The accreditation process should and will be very active in generating new criteria for accrediting programs to include professionals, clients and students as active participants in the evaluation of training.
4. Minority persons will have complete and free access to receive training for performance at all levels of professional work.
5. Professional services to persons of culturally diverse backgrounds by persons not competent in understanding and providing professional services to such groups shall be considered unethical.
6. Continuing education programs will be developed to generate opportunities for psychologists at all levels to be actively participating in self renewal of skills, concepts and values.
7. Traditional admission criteria for graduate training are not appropriate and valid for the selection of persons in psychological work today. Active research and planning will be undertaken to revise admission criteria.
8. A Board of Minority Advocacy will be created within APA to develop and implement policies dealing with minority issues.
9. All professional training programs will develop continuous and published documentation of the effects of their training program.
10. Value free concepts of training and professional practice must be replaced with advocacy roles and explicit statements of service and theoretical objectives.
11. All students in professional programs receive education in the evaluation of the effectiveness of professional interventions.

Vail represented a long overdue consensus, among the participants, that professional training is a serious enterprise, which must be nurtured and supported in order to insure that (1) persons with competence can be included in the training enterprise, (2) minority persons and women have equal access to training resources and careers, and (3) multiple programs and settings will be designed so that training programs are evaluated and accountable. Elite country clubs which are above and beyond influence from clients, students and other professionals cannot be maintained as the primary examples of professional training.

As a participant, I believe that the themes, spirit, and hopes from the Vail Conference will support the generation of the varied types of training settings that the field of community psychology requires for the growth and development of the field. Vail represented the aims and values of community psychology, as I interpret them, very well.

### *The After Glow and Change*

Many good ideas and much good will was produced at Vail. Vail in a firm way raised the question, "Can professional training adapt to change?" The answers were exclaimed as "yes" and an incipient process has begun. Each of the ten working Task Forces elected a representative to a "Follow On" Committee. This committee has met once on October 21-23 and has developed two processes which will further the spirit of Vail and work to make a difference in professional training. One process is for a small group to distill, refine and build consensus for the essence of Vail. This process will help prepare a clear, firm statement of the major themes which can be communicated and generate response from other groups. The second process is for members of the Follow On Committee and the Steering Committee to begin to acquaint, discuss and generate plans to implement the Vail recommendations with key groups and organizations such as the APA Committee on Accreditation, Directors of Clinical Psychology Training Programs, the APA Education and Training Program, etc. Both of these processes are underway.

There is competence; there is motivation; there is savvy; there is good will and trust among the Follow On group. Tasks have been designed and an active and quality effort will be made. Whether real change will occur is related to how and in what ways the members of Division 27 become involved in this work.

It is hoped that the Division 27 Executive Committee and the Division 27 Planning Committee will also review the report, when it is sent to the Division President and Secretary, and actively participate in making it possible for Division 27 members to be a part of continued development of the Vail perspective.

# Through Vail with Process and Social Change

Louis D. Cohen

University of Florida

It happens that a number of us from Division 27 are on the Follow-through Commission that has been asked to implement the Vail Conference recommendations. The perspective of the Commission enhances a special view of the Vail Conference—which shapes up like an on-going process planned to take place over some period of time. The Conference began a few years ago in planning sessions held by a Steering Committee, which then asked different interest groups in psychology to hold meetings and generate position papers. These papers focused on different issues and set a wide range for the discussions in Vail, Colorado of what would ordinarily be considered the Conference. The planned for Follow-through Commission now has begun meeting on a two year action agenda involving feedback to the psychology constituency. The plan calls for interaction and consensus generating, leading to publication of agreements reached, the identification of action to be taken, and taking action wherever possible.

I am impressed with the grand style of the whole process—and I believe the total process will need to be worked through if we are to have significant results. In contrast to the two weeks of the Boulder Conference, we met for only five days at Vail—which can be excused as adequate to the task if, indeed, the preconference activities and the next two years following are seen as an essential part of the conference process. (The preconference activities seem not to have been very different than that used in preparing for the Chicago Conference—the Follow-through Commission seems like a new mechanism.)

In examining these various recommendations the Commission has recognized the need for sharpening up the nature of the recommendations and testing out their practicality. To do this, it has asked its members to attend meetings of the various APA Boards and Committees, Council of Representatives, the Board of Directors, the Education and Training Board, the regional associations of psychologists, the State organizations of psychologists, etc., to test out the feasibility of promulgating the recommendations in the form enunciated at the Vail plenary sessions. As we reach out to these audiences, we are beginning to get some feedback about the acceptability of many of the ideas and we are beginning to recognize that, in order to accomplish what Vail may have recommended, a longer "time frame" may be necessary to carry out some of the recommendations. In fact, we are getting cues that there is strong reservation in various quarters to specific recommendations, and that at this time there would be no acceptance of them.

Let me illustrate: The Conference recommended very strongly that the MA level of preparation be considered the journeyman level for the practitioner in psychology. On the floor it was asserted eloquently that congressional committees would probably restrict "health provider" status for insurance purposes to holders of doctoral degrees. The proposed federal legislation for health services included the doctoral status as the journeyman level. This meant that MA psychologists probably could not be accepted as health providers and would not be eligible for reimbursement for services as independent practitioners. The Vail Conference, in grappling with this matter, did not approve the licensing of MA psychologists as health providers. Thus, we are faced with the contradiction in implementing the status of the MA as a fully functioning psychological practitioner, but also with the reality that insisting on the MA being designated as health provider might result in a rejection of the psychologist from playing a significant health role in the national health plan.

The Vail Follow-through Commission is thus becoming a negotiating group. In this connection I am reminded of the legislative committees set up by the state psychological associations to achieve a licensing or a certification law. As I recall the pattern, the state associations generally agreed on a core set of principles and prepared a model bill. Its legislative committee then went on to the legislature to try to get the bill across. It was here that the demands of other occupational and professional groups resulted in a modified paragraph, section, or portion of the bill: negotiation was the order of the day. There were some points beyond which the legislative committee would not go, or was not authorized to go, but there were many points which, in fact, were conceded in process.

I think the Follow-through Commission is very much in that position. There were certain central thematic recommendations made at Vail, and their implementation is the concern of the Commission. Yet the needs of practical solutions put some restraint on what can be pressed—if an agency will not budge at this time there may be need to use some slower approaches.

What I am saying is, of course, not terribly new or novel to anyone who has been even casually involved in the legislative process. We have met at Vail. We have hammered out a set of propositions, which we think have validity, and we are now in the process of working these out in such a way that they are reasonable, effective, and forward moving. We should want these recommendations to have impact on the world of psychology and in the community at large. We will be in the process for some time to come!

## CHANGE OF ADDRESS

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

**Change of Address notice** should be sent to APA central office.

## ADDRESS LIST

An address list of the members of Division 27, arranged according to state, is available on request from:

Ms. Gayle Hill  
Psychology Department  
The University of Texas  
Austin, Texas 78712

## Vail

### Not Just Another Conference

*Ira Iscoe*

University of Texas at Austin

Already the recommendations of the Vail Conference (Vail, Colorado, July, 1973) are being hotly debated. Division 27 members are urged to avail themselves of a 38-page preliminary document containing all of the recommendations by writing to APA Office of Educational Affairs, 1200 Seventeenth Street, N.W., Washington, D. C., 20036. Representation, while not by Divisions, resulted in the participants including three past-presidents of Division 27 as well as present and past members of the Executive Committee plus others with keen interest in Community Psychology. A meeting of persons interested in Community Psychology drew at least eighteen persons. It's abundantly clear that virtually all of the recommendations have direct implications for the structure and function of Division 27.

The Vail Conference advances a professional model under the assumption that psychology has come of age, has generated enough knowledge, and is now ready for an unabashed professional approach. The purpose of the Conference, it will be recalled, dealt with levels and patterns of training in psychology, and it came up with a variety of levels and a variety of patterns. Levels range all the way from the Bachelor to the Doctor of Psychology, with the research aspect being reserved for Ph.D. The locus of training is broadened so that free standing schools, consortiums of resources, and other interesting alliances are encouraged. A career lattice and the substitution of "experience" for formal course work is proposed. Vail represents lessons learned from the previous frustrations of other conferences, i.e., Chicago. Had more traditional academic or scientist professional model devotees been invited, radical recommendations such as truth in packaging, relevance of dissertation topics, graduate representation to E&T Board, and an emphasis on professionalism, would not have been possible.

Vail again presents APA with a vexing question of full membership for MA level psychologists. It also forces APA into the accreditation of these same programs. It forces a confrontation between the traditional and the innovative in supporting the training of psychologists at all levels and in many settings beyond the University. The Implementation Committee is an active one. Vail will not go away. Even if only a portion of its recommendations are adopted, training in the professional aspects of psychology will never be the same.

Vail comes at a time when the funding of training programs is being phased out. Consortiums of training arrangements with community mental health centers, medical schools, free standing schools, and other combinations are in a good position to come up with funds. I doubt that the "prestigious" clinical training programs have the flexibility and the motivation to bring about the necessary re-orientations to incorporate portions of the Vail Model. The "hungrier" colleges and universities, working with community colleges and community resources, may very well cook up the successful formulae. It's clear that employers are looking for competence and will not limit their choices to presently approved APA programs.

Vail presents APA with enormous problems, and many are clearly issues that APA has not been able to deal with effectively in the past. Division 27 must place the highest priority on training and continue the excellent work of the Training Committee regardless of what APA decides. Vail embodies much of what community psychology is supposed to be made of. It's an unparalleled chance for our Division to enter into productive and mutually rewarding relationships with emerging community forces. It will also force our Division to re-think some of its missions. For example, training at the Masters level in community psychology is already proceeding apace. Our Division must work out ways of relating to these programs in planning, staffing, and accreditation. In all likelihood, there will eventually be some funds for training from local, state, and federal sources simply because of the myriad of mental health and community psychology problems that exist. Our Division must now talk to state Departments of Rehabilitation, Community Planning, Mental Health, Aging, Youth Authorities, and Education. This is where future support is going to come from to implement the Vail Model.

## SWPA Convention: May 2-4

*Dorothy A. Fruchter*

Affiliated Psychological Services, Austin, Texas

The Southwestern Psychological Association will meet in El Paso, Texas, May 2-4, 1974. The Southwest Regional Coordinator for Division 27 plans to organize a general community psychology meeting and rap session, which (with luck) will appear in the convention program, and it would be helpful if Division 27 members in this Region would come primed to give and receive information about training patterns or whatever. We also plan to recruit new student members and elect a Regional Student Coordinator. The APA Central Office plans to sponsor a Vail follow up panel on the impact of the Vail Conference on training and professional psychology. See the SWPA program for details. Division 27 members are encouraged to attend.

The energy shortage forces a certain amount of ambiguity on the plans for this regional meeting. El Paso has the advantage of closeness to the best of all possible border cities (Juarez, of course), but it does *not* have the advantage of closeness to the population centers (psychology-wise) of the Southwest, and some faithful convention-goers may miss this one. Division 27 *will* be represented, however, and we hope to get some useful communication going.

We also hope to assemble a packet (for students, potential students, and curious friends) giving information about community psychology, Division 27, training opportunities, etc., etc. This would probably be available from Gayle Hill, Psychology Department, University of Texas, Austin, but *not yet* (give us some time!).

## Community Action

Community psychologists are invited to submit brief (250 word maximum) reports of research, programs, or projects about which they would like to correspond with other community psychologists. These reports will be published as space permits, with a request that interested community psychologists contact the author.

## Reactions To Vail

*William D. Pierce*

Westside Community Mental Health Center  
San Francisco, California

These reactions to the Vail Conference on Levels and Patterns of Training are from the perspective of one who works in a service setting—a comprehensive community mental health center. This preface is significant since much of my personal impression of the conference relates to a process of resolving or at least exploring differences between psychologists based in service settings versus those based in academic training settings.

These differences in point of view are real and serve as an indication of the type of representation of conference participants. Not only was there a real attempt to balance representation between academic, service, and community settings but also an attempt to have broad based non-white and woman representation within these categories. Therefore, new faces, younger faces, faces of color were additions to this conference as opposed to previous conferences such as Boulder and Chicago. Those who attended previous conferences consistently mentioned this different type of representation.

With the different points of view and the different energy levels operating the discussions were indeed robust. Many suggestions and recommendations were hammered out within task groups and interest groups. These recommendations will be available in detail at a later date; however, one consistent theme reverberates, at least to me. That theme has to do with the strong stance that psychologists and other participants from service settings maintained. Service needs demand that training priorities be in consonance with them, hence service settings should have more significant input within the academic-training arena. Recommendations emerged such as: it is necessary to produce psychologists with a solid foundation in basic clinical skills as well as knowledge about how society and institutions influence the quality of life. Likewise, service-setting personnel should be more involved within academic-training program settings. These recommendations were not made in isolation. Attached to them were other significant concepts such as: training programs should be held responsible for producing psychologists with a functional understanding of the multi-cultural and ethnic pluralisms of the total society. Furthermore, APA accreditation of training programs should begin to enforce the operationalization of these recommendations.

The potential for these recommendations to not simply remain at a level of conference rhetoric is of course unknown. History would strongly suggest that conference talk remains conference talk. However, the Vail Conference has a new twist and a spark of hope. There was elected a ten person Follow-up Committee to work with the original Conference Steering Committee for a two year period. The task of this follow-up group is to develop means to implement and monitor conference recommendations. This raises the potential for the conceptual level to move to the actual change level.

It is not possible to predict the impact of the Vail Conference on psychology. Yet we know the real, difficult work lies ahead in the implementation phase. One cannot have crops without plowing the field. The Vail Conference merely outlined the field. Now the plowing of that field must begin.

## New Editor for Journal

Division 27 congratulates one of its members, J. R. Newbrough, George Peabody College, Nashville, Tennessee, upon his appointment to the position of Editor of the *Journal of Community Psychology*.

## Executive Committee Holds Mid-Winter Meeting

The Executive Committee held its annual mid-Winter meeting on January 11-13 in Chapel Hill, North Carolina. While a more complete report will be forthcoming at a later date, the following items were topics of discussion at that meeting.

The Executive Committee:

1. Emphasized the need for the Regional Coordinators and Representatives to encourage more student membership and participation in Division affairs and reviewed the process of electing students to the Executive Committee.
2. Discussed at length the preliminary proposal by Joseph Aponte (Chairperson of the Education and Training Committee) for the 1975 Training Conference and strongly endorsed plans for surveys of the membership and training institutions, and a detailed conference proposal to be prepared by July for submission to possible funding sources.
3. Discussed selected aspects of the preliminary Vail Conference report. Expressed appreciation for the attention to Community Psychology but took note of crucial additional and different ideas on the topic. Agreed to inform Division members about the Vail Follow-on Committee in detail about these ideas. Emphasized that Division Plans for a Training Conference pre-dated the Vail planning, covered a different scope, and was still high priority.
4. Heard a preliminary report of APA program plans and agreed to hold all business meetings the first three days of the Convention. The Division has 51 hours this year spread across every day of the Convention. The Division has also agreed to sponsor a joint conversation hour with ABPP.
5. Heard reports from Charles Spielberger and Saul Cooper. Spielberger, speaking as Editor of the *American Journal of Community Psychology*, reported that the journal was progressing well and encouraged Division members who have not done so to subscribe and to ask their institutional libraries to do so as well. Cooper, speaking as Chairperson of the Nominations Committee, reported that many nominations have already been received for the three divisional offices open this year. (President-Elect, Member at Large, Representative to Council) and that others were welcome.
6. Thanked Gayle Hill for her work as Acting Secretary for the past year and for her continuing involvement with the publication of the Newsletter.

## Division 27 Nominations

The nominations committee would like to receive nomination recommendations from the general membership of Division 27.

The positions of President-Elect, Representative to A.P.A. Council, and Member at Large, are the three positions to be filled.

Send your recommendations for each position to Saul Cooper, Chairman, Nominations Committee Division 27, Community Mental Health Center, 2929 Plymouth Road, Ann Arbor, Michigan 48105.

## Education and Training Committee

Joseph F. Aponte

University of North Carolina

The Training Committee of Division 27 was established in 1972 as a subcommittee of the Planning Committee of Division 27. The original purpose of the Training Committee was to prepare a position statement on training for the APA Conference on Levels and Patterns of Professional Training in Psychology which took place in Vail, Colorado in July, 1973.) This position statement was sent to the Conference participants prior to their meeting in Vail.

During the APA annual meeting in Montreal, Canada, the Executive Committee of Division 27 decided to establish the Training Committee as a standing committee, and the name of the Committee was changed to the Education and Training Committee. Joseph F. Aponte, Department of Psychiatry, University of North Carolina was appointed chairperson of the Committee with the responsibility of organizing the Committee and carrying out the mandate of the Executive Committee.

The Education and Training Committee was organized along regional lines as follows: (1) Patrick Cook, Florida State University, Southeastern Representative; (2) David Todd, University of Massachusetts, Eastern Representative; (3) Dorothy Fruchter, Austin, Texas, Southwestern Representative; (4) Julian Rappaport, University of Illinois, Midwestern Representative; (5) Daniel Fishman, Commerce City, Colorado, Rocky Mountain Representative. Members-at-large include Dennis Andrus and Keith Barton, University of North Carolina, and James Mullen, North Carolina State University.

The mandate of the Education and Training Committee as approved by the Executive Committee included (1) the gathering of data on occupational roles and functions and training needs of Division 27 members; (2) the gathering of data on existing community psychology training programs; (3) the establishment of liaisons with the Division 27 Planning Committee to plan a national Training Conference in Community Psychology; and (4) the establishment of activities focusing on training and educational issues on a regional basis in conjunction with the Regional Coordinators of Division 27.

Within the next month a survey questionnaire will be mailed to all Division 27 members. This questionnaire will focus on the Division member's occupational roles and functions, educational experiences, and educational and training needs. This data will be used in planning education and training activities as well as serving as an important input into the planned National Training Conference in Community Psychology. Your prompt response to this questionnaire will be greatly appreciated.

## Division 27 Annual Awards

The deadline for submission of nominations for Division 27 Annual Awards is April 1, 1974. Nominations should be sent to Bernard L. Bloom, Department of Psychology, University of Colorado, Boulder, Colorado, 80302. Nominations are being requested in three categories: (1) Scholarship, Research and Conceptualization, (2) Program Development and Implementation, (3) Student Research.

## American Psychological Foundation

### Call for Award Nominations

The American Psychological Foundation has established an annual program of awards for "Contributions to Education in Psychology." Nominations of deserving candidates for the 1974 awards are now invited.

The annual award is in the amount of \$1,000 and it will be made to an individual. It is hoped that the institution will contribute a matching sum, thus providing the recipient with a modest "grant" to be used to "improve the teaching of psychology." Thus, an objective of the award program is to enhance the local instructional program, not just to recognize "master teachers."

In evaluating nominations, the Committee will use the following guideline areas:

1. Demonstrated influence as a teacher in the production of outstanding students
2. Development of teaching methods and/or teaching materials
3. Research on teaching
4. Development of innovative curricula and courses
5. Outstanding performance as a classroom teacher
6. Training of teachers of psychology
7. Administrative facilitation of teaching

Because the awards are to be presented at the APA annual convention in September, 1974, nominations must be completed and sent to the committee by *March 31, 1974*. *Renominations are appropriate and will be reviewed without prejudice*. Committee decisions will be rendered by June 1, 1974.

Please send inquiries and nominations to:

Wilse B. Webb  
Chairman, APF Teaching Awards Committee  
Department of Psychology  
University of Florida  
Gainesville, Florida 32611

## Journal of Homosexuality

### Call for Papers

The *Journal of Homosexuality*, a new professional quarterly, is seeking manuscripts that present empirical research, and its clinical implications, on psycho-social aspects of lesbianism, male homosexuality, transexualism, and gender identity.

Authors are invited to submit papers on these topics, and also any research on the social psychology, sociology, and anthropology of homosexual lifestyles, and the significance of this research for human service personnel who encounter homosexuality in a wide variety of settings (psychotherapy, pupil personnel services, crimino-legal systems, social agencies, and so forth).

Manuscripts should be between 10-20 typewritten pages, and should follow the specifications outlined in the APA *Publication Manual* (1971 Revision). They should be sent in duplicate, with a stamped, self-addressed envelope, to Charles Silverstein, Editor, *Journal of Homosexuality*, 490 West End Avenue, New York, N.Y. 10024.

Information on subscriptions to this new journal may be obtained directly from the Publisher: Haworth Press, 53 West 72nd Street, New York, N.Y. 10023.

## Division of Consumer Psychology

### Invitation to Membership

Traditionally an interdisciplinary specialty, the practice, teaching, and research of consumer psychology has drawn from industrial, social, experimental, and clinical psychology. Although only six Universities currently offer specific graduate programs in Consumer Psychology, hundreds of Universities offer courses called "Consumer Psychology," "Consumer Behavior," or like titles, in Psychology, Communications/Journalism, Marketing, and Home Economics Departments.

Interest in the field has burgeoned in recent years. The advent of "consumerism," the more vigorous response of Federal, State and local regulatory agencies and legislative bodies in response to consumer interests, the enveloping energy crisis, and other factors have found many of "us" moving into research areas not typically identified with "consumer psychology" from the perspective of many non-Division 23 member psychologists.

For example, recent APA Convention sessions sponsored by our division have entered diverse areas such as

- relating consumer psychology to emerging health care systems
- social and public policy applications of consumer psychology
- perceived deception in television advertising
- applications of consumer psychology to environmental/architectural design

Unlike market researchers and others whose primary interest is in consumption per se, the consumer psychologist calls on the theories and methods of psychology as the means for studying and understanding the consumer. We believe that at least some, hopefully much, of the research we have undertaken in the consumer context has furthered our fundamental understanding of human behavior and the science of psychology in general.

Our quarterly newsletter, *The Communicator*, our Membership Directory, and our warm welcome can be yours. We know that many of you are engaged in work which makes you "one of us" in spirit already. Share your interests with us. Please send for a membership application blank. Write to Professor Ivan Ross, Marketing Department, College of Business Administration, University of Minnesota, Minneapolis, Minnesota 55455.

## Fellowship Nominations

**Correction:** An initial nomination of a Fellow for Division 27 can be made by a current Fellow in *any* division of APA. See the November, 1973 Newsletter for additional information. Please send all nominations to:

Emory L. Cowen, Chairman  
 Division 27 Fellowship Committee  
 University of Rochester  
 Center for Community Study  
 575 Mt. Hope Avenue  
 Rochester, New York 14620

## "Psychologists in Action"

Conference Planned for October 1974

The trainees in Urban Psychology at the Graduate Center of the City University of New York are convening a conference, "Psychologists in Action," for mid-October, 1974.

We are interested in exploring several areas: (1) the adequacy of training for a community/urban psychologist both in terms of field placement and curriculum; (2) the roles of a psychologist in the field, e.g., provider of direct services, innovator, consultant, evaluator, administrator, expert witness, etc.; and (3) the broad issues of professionalism and ethics as they relate to action-oriented psychologists.

The conference is open to all students in Community Psychology and related fields. We would like to hear from students in various kinds of field placements and programs in order to determine the commonality of issues raised by simultaneous involvement in an institution, the community, and the profession of psychology. We plan to have paper sessions that will provide basic data for our discussions, for example, case material from our training experience or any other appropriate data. We will then have discussion groups and workshops that will provide specific policy recommendations on training.

The deadline for paper abstracts is April 1, 1974. Transportation money will be available for conference participants. People interested in obtaining a letter with more detailed information, contact:

Kathleen E. Grady  
 Department of Social/Personality Psychology  
 Graduate School/City University Center  
 33 West 42 Street  
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## Division 27 Regional Coordinators

### Eastern

David D. Stein  
 Sound View-Throgs Neck  
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 2527 Glebe Avenue  
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### Rocky Mountain

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 University of Colorado  
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### Midwestern

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 Department of Psychology  
 DePaul University  
 2323 N. Seminary Street  
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### Southwestern

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### Western

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 Oakland, California

## Editor's Comments

The Division 27 Newsletter is published four times a year, with the general deadlines for relevant material being October 15, January 15, March 15, and May 15. The intent of the Newsletter is to inform the membership of the Division of the activities and events relevant to Community Psychology. Such information may include special events or conferences, developments within State Psychological Associations, or announcements of honors to Division members, etc. Please send three copies of each article—typewritten, double-spaced, and using a 70 space line. Title and author of the article should be included.

As a consequence of a clarification of the relationship between Division 27 and the *American Journal of Community Psychology*, the Newsletter is not currently accepting brief articles as has previously been the case. Thus the Call for Articles found in the last edition of the Newsletter is now inoperative, and authors of research reports, action programs, etc., are encouraged to seek *Journal* publication for their work.

The Editor welcomes suggestions from recipients of the Newsletter about content, format, and any general ideas about what functions the Newsletter should serve. Correspondence, and all materials for inclusion in the Newsletter, should be mailed to:

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