

The *Community* Psychologist

A Publication of The Society for Community Research and Action
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The Children and Youth interest group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.

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COMMUNITY ACTION

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

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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 action 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.

Chair: Dorothy Nary, (785)864-4095

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: Gary Harper, (773)325-2056, gharper@depaul.edu
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PREVENTION AND PROMOTION

The Prevention and 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.

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RURAL

The Rural interest group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.

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Editors' Column

Joy S. Kaufman and Nadia L. Ward
Co-Editors of *The Community Psychologist*

The Consultation Center,
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Department of Psychiatry, Yale University School of Medicine

We are pleased to present the Spring Edition of TCP. This volume includes a diverse line up of columns and special features for you to enjoy.

Columns

This edition includes 15 columns representing the broad array of work being undertaken by members of our division. In his President's column Paul Toro updates us on the progress made towards the goals he established for the division under his leadership. Ken Miller continues to present to us reviews of two books of potential interest to our membership. In this edition, Susan Wolfe reviews *Innovative Strategies for Promoting Health and Mental Health Across the Life Span* (Jason and Glenwick, 2002) and Roger Mitchell reviews *Evaluating Community Collaborations* (Mitchell, 2002).

In the Community Action Column Brad Olsen discusses the role of ethics in community action. Dot Nary has brought us another enlightening column for the Disability Action group introducing us to Ed Roberts, a man of great courage, and a role model for us all. The Education Connection Column includes a description of social and emotional learning and the work of CASEL- The Collaborative for Academic, Social, & Emotional Learning. Alicia Luckstead and Gary Harper present us with two wonderful contributions in the LGBT column. First, David Haltiwanger presents the work of the *National Coalition for Lesbian, Gay, Bisexual and Transgender Health* and encourages all of us to become involved in this important effort. In the second LGBT article, Hiro Yoshikawa and Patrick Wilson highlight the paucity of research and programs for men of color who have sex with men.

In Living Community Psychology, Gloria Levin introduces us to Kelly Kinnison a graduate student at UIC. After a break of many years, it is wonderful to have Gloria once again contributing this column to *TCP*. The Prevention and Promotion column highlights a collaborative effort between staff at the CDC and faculty at USC to transmit pro-social messages through the popular media. Judy Primavera fills us in on regional SCRA activities and Milton Fuentes and Julia Silva discuss an innovative approach designed to reduce bullying in schools in the School Intervention Column. In the Self-Help/Mutual Support Column, Bret Kloos presents the work of one of his students, Annie Wright, who highlights a mutual support group for consumers of mental health services in South Carolina. The Social Policy Column includes a piece by Geoff Mumford discussing some of his advocacy success stories. In the Student Issues Column Omar Guessous and Sawssan Ahmed highlight upcoming events and opportunities for students. Finally, the Women's Issues Column includes a thought provoking piece by Vivian Tseng on sexual harassment with an emphasis on the harassment faced by Asian women.

Special Features and Paper Submissions

This edition of *TCP* includes 3 special features and 2 papers. In the inaugural edition of *The Community Practitioner*, Dave Julian presents the first of a variety of formats that will be utilized to present the work of practitioners in community psychology. In this edition, William Neigher and Daniel Fishman present a series of case studies and highlight the type of information that can be gleaned from presenting work in this format.

Omar Guessous and Sawssan Ahmed pulled together another stellar edition of *The Community Student* presenting the work of two international students. First, Carmen Luisa Silvia Dreyer presents her work in the area of adolescent empowerment in Santiago, Chile. Melanie Atkinson from Hamilton, New Zealand documents her process of choosing a research topic that was relevant to the community she was working with and scientifically rigorous.

This edition also includes submissions by two groups of researchers. Randi Love, Kenneth Steinman and Joan Klemek present a case study of how data can be utilized by key stakeholders across a community. Additionally, Melissa Blazek and three of her undergraduate students present a review of the inclusion of community psychology in introductory psychology textbooks.

In the Winter 2004 edition of *TCP* we highlighted our plan to reach out to *TCP* column editors to encourage them to submit Special Features. Emilie Phillips Smith, editor of the Cultural and Racial Affairs Column was the first to answer our request. In this edition she presents a special feature on Racial Socialization, a timely topic given that this is the 50th Anniversary of Brown vs. Board of Education. In this feature, Mia Smith Bynum and Diane Hughes present their work on racial socialization and mental health in African American Adolescents. Additionally, Kelly Lewis presents her work in the area of emancipatory education for Black youth and Derrick Gordon discusses how mentoring can be employed in enhancing racial socialization for urban boys. Subsequent editions of *TCP* will include special features from the Disability Action Group and Self-Help/Mutual Support. We look forward to this work and to hearing from other column editors regarding their interest in submitting special features.

Finally, we would be remiss if we did not call your attention to the dynamic APA program that Hiro Yoshikawa has pulled together for our division this year. Along with the wonderful papers and symposia highlighted in this volume, there will also be a SCRA poster session. On the recreational side of things, Cliff O'Donnell, our resident community psychologist in Hawaii, has pulled together a wonderful resource list of fun places to visit and restaurants where you can sample the local cuisine. Watch on the listserv for details of the SCRA reception and night out that Cliff is planning for all of us at APA. Aloha!



President's Column

Paul A. Toro

Wayne State University, Detroit, Michigan

In my first column as SCRA President (in the Fall 2003 *TCP*), I reviewed progress to-date and hoped-for future progress on four goal areas I presented in my "campaign statement" (which appeared in the Winter 2002 *TCP*). In the present column, and in my last column coming up in the Summer 2004 issue, I would like to continue to review progress toward these goals. Here I review some progress, mainly toward the first goal area.

Fostering an International Community Psychology

Plans continue to develop for the first "truly international" conference on community psychology in Puerto Rico in June, 2006 (for details, see the description of the conference in the Summer 2003 *TCP*). Another interesting development here is the "First Japan-Korea Joint Seminar on Community Psychology: Forging and Serving Communities across Cultures," which was held February 21, 2004, at Yonsei University in Seoul, South Korea. The Seminar was organized by Toshi Sasao (Japan) and Kyung Ja Oh (Korea), among others. Yours truly provided the keynote address. In both nations, clinical and community psychology are closely related, as they have long been in the US. Community psychology, I learned, has existed in Japan for many years and was first "imported" by K. Yamamoto (after his time spent with Gerald Caplan) in the 1960s soon after the "birth" of community psychology in the US. As described in a few different talks at the Seminar, including one by Toshi and Tomo Yasuda, community psychology really "took off" in Japan in the 1990s and is now well-established, with an annual national conference, a journal, and hundreds who affiliate with the Japanese Society of Community Psychology. The field is just beginning to develop in South Korea, with only a handful of persons so far clearly identifying themselves with community psychology. However, there is lots of excitement about developing the field in Korea and there are plans to hold a second Japan-Korea Joint Seminar on Community Psychology in



The author, fifth from left, with Kyung (in front to author's right) and Toshi (in front to author's left) with various organizers just after the Seminar

the fall of 2004 (in Tokyo, this time). Joint training and exchange programs, and many other exciting ideas for promoting community psychology in Asia are being discussed.

Community psychology is also alive and well in other parts of the world. For example, European community psychologists are now preparing for their biennial congress which will take place this fall in Berlin, Germany (September 16-19; for details, see <http://www.enpc-congress-berlin.de/>). I continue to believe that the growth of community psychology may have the most potential in "new places" aside from its "original" source in the US. We need to think and act globally.

Enhancing SCRA's Web Site

Our new web site is now under construction by the Viaden company. By the end of my term as SCRA President in August 2004, or soon thereafter, I still expect that our new web site will be operational. Contact me or Member-At-Large Robin Miller (rlmiller@uic.edu) with ideas about how the web site could be enhanced, including photos of "community oriented" activities that could become part of the site.

Other News

The 2004 APA Convention in Hawaii. If you haven't already done so, make your plans soon to attend the APA Convention in Hawaii. Despite the long distance for many to travel, I think we'll be having a solid turn-out of SCRA folks.

Book Reviews

Innovative Strategies for Promoting Health and Mental Health Across the Life Span

Edited by Leonard A. Jason & David S. Glenwick
2002: Springer Publishing Company

Review by Susan M. Wolfe,
U.S. Department of Health & Human Services

Overview

This book is divided into four parts that are described in greater detail below. The first part includes three chapters with general discussions of prevention science. The second part has six chapters dedicated to the prevention of problems of parenting and youth. The third part has four chapters that address problems in adulthood. The fourth part includes two chapters with general community and societal issues. The chapters describing specific problems are similarly structured. Each begins with a general description of the problem, followed by a review and critique of the literature, case example(s) of related prevention programs and recommendations for future directions. The next section of this review will provide a brief overview of each of the sections and their chapters.

Individual Chapters

Part I: Prevention Science. This section of the book sets the groundwork for the content-based chapters. Jason and Glenwick give an overview of preventive and ecological perspectives that include discussion of various theoretical models, current trends in

prevention, and future directions. Biglan and James discuss how we can more effectively make use of prevention science. Tebes, Kaufman and Chinman discuss the current state of teaching about prevention to mental health professionals. This is a good introduction to the remainder of the book, but also could stand alone for readings on general prevention issues.

Problems of Parenting and Youth. The second section of this book begins with a chapter by Sheeber, Biglan, Metzler and Taylor on promoting effective parenting practices. Following a description of the clinical and public health approaches to parenting programs is a case example that uses both. There are several good suggestions for future work in this area, including assessing the current state of parent training and education.

Lutzker and Boyle provide a discussion of prevention of physical and sexual abuse. Two programs are described. The first uses an individual approach targeting high-risk parents for prevention of physical abuse and neglect and the second uses a group approach targeting pre-school children for prevention of sexual abuse.

Machoiian, Rhodes, Rappaport and Reddy review programs for the prevention of school failure. Their case example includes in depth discussion of the implementation of a program in a school setting that could be applicable to implementation of other types of programs being implemented in other large, institutional settings. The chapter on preventing delinquency and antisocial behavior by Treuting, Haegerich and Tolan describes the complexity of preventing a problem with multiple layers of risk factors (i.e., individual, family, peer, community, society) and highlights the need to consider protective factors as well. The need to use a theoretically based, developmental-ecological model of intervention is emphasized, along with the necessary link between policy makers and prevention researchers.

Robinson and Case describe prevention of depression in youth. Through their example they highlight the need to adapt programs to the cultures in which they are being implemented and illustrate how the use of qualitative methodologies, in this case focus groups, can elicit rich and relevant information when evaluating programs.

Following their comprehensive problem description and literature review and critique, Blitz, Arthur and Hawkins describe the Communities that Care (CTC) program. The CTC program illustrates how prevention programs can be targeted toward, and implemented within already existing service systems. This particular program leaves community leaders with a set of skills that they can apply to other problem areas as well.

This section on prevention with parents and youth provides content and examples of prevention in several of the key problem areas relevant to families with children and teens. Many of the concepts introduced in describing the problem areas, future directions and programs are transferable across other problem areas and age groups as well.

Problems in Adulthood. This section begins with a chapter on HIV and AIDS prevention by Benotsch and Kalichman. Among their future directions the authors assert that studies need to examine barriers to HIV prevention technology transfer. As in the case of many other problem areas, there is little evidence that science-based interventions are being implemented in communities. The authors suggest research to evaluate dissemination channels.

The second chapter in this section, by Minden and Jason, describes prevention of chronic health problems. The case study provides a description of a media campaign to promote healthier weight management. The authors suggest exploration of more

innovative service delivery mechanisms, including new settings and expanded use of technological aids, as well as targeting the lifestyle behaviors that have the greatest positive impact on health.

The third chapter in this section by Fraenkel and Markman describes prevention of marital disorder. The case study describes an intervention that can be implemented in a variety of settings and by various professionals and paraprofessionals. Their description includes a discussion of challenges to implementing and disseminating a program targeted toward changing marital interactions and behaviors, which has long been considered to be a private matter with culturally specific traditions.

The final chapter, which discusses promotion of mental health in later life, was authored by Gatz and co-authored by 12 students in a doctoral seminar on mental health and aging. Preventive interventions discussed are relaxation training, stress management, physical exercise, volunteering, life review, memory training, support groups for bereaved and lonely older adults, caregiver support groups, friendly visitors and interventions designed to change the social environment and interventions with older medical patients. The chapter is a very brief and general description of the variety of interventions that are used to target problems in adulthood. As their case example the authors describe salient implementation issues discovered while working with older adult volunteers answering a telephone help line at a university based older adult counseling center.

Community and Societal Issues. This final section describes problems that affect all individuals across the life span. The first, by Salina and Lesondak discusses prevention of racist, sexist and heterosexist behavior. Strategies for reducing prejudice and discrimination are described at the individual and community level. The case example includes a description of efforts to reduce health care disparities that are based in racism, sexism and heterosexism.

The final chapter in this book was written by Nation, Wandersman and Perkins and discusses promotion of healthy communities through community development. The problem description describes how economic, physical, social and political problems all impact the health of a community. They conclude by stressing the need for future intervention to emphasize comprehensiveness, empowerment, identification and utilization of assets and sustainability and recommend that community change processes be grassroots led.

Conclusion

This book was written for two audiences: scholars/students and program developers/evaluators and it does a good job of meeting the needs of both. For scholars and students the book offers nice reviews of basic prevention principles (beyond those provided in basic texts) and a good discussion of the prevention field overall. The format of the chapters and the issues brought forth provide a good foundation for graduate course and post-graduate seminar discussions.

For program developers and evaluators the more academic principles and discussions are illustrated with examples of a good variety of prevention programs and evaluations. The reviews and more theoretical discussions provide a foundation for the practitioner to think about what must be considered when designing, implementing and evaluation prevention programs at the individual, group, institutional and community levels.

Although most of the content of this book appears to be topic specific, the problems presented in each chapter, as well as the case

studies and discussions of future directions are applicable across problem areas and can be generalized to the entire field. It illustrates the complexity of working in the field of prevention. It also describes a good range of possible approaches that can be taken and strategies for overcoming some of the difficulties associated with the economic, cultural and political environments.

The only drawback to this book is that the title suggests a more developmental approach than that actually taken. Although the book describes prevention programs targeted at a variety of age groups, there is no discussion of the developmental basis for the interventions. The age-related discussions do not address the age related developmental dynamics. Inclusion of a chapter on how different ages and life stages present different problems and challenges for programming and prevention would have provided additional and valuable information for prevention across the lifespan.

In summary, this book should be recommended reading for graduate students in community psychology, public health, social work and all other academic programs preparing individuals for prevention programming and evaluation. It may also be valuable for students of clinical and developmental psychology and other individually focused disciplines to introduce possibilities of going beyond the individual approach. Unfortunately, although this book would be of most benefit to those on the front lines, including program developers and evaluators, human service administrators and community organizers, advocates and educators, there is little likelihood that it will reach that intended audience. Is this perhaps an opportunity for a dissemination experiment?

Evaluating Community Collaborations (2002)

**Edited by Thomas E. Backer,
NY: Springer Publishing Company**

Review by Roger Mitchell, North Carolina State University

In the past decade, it has become almost a cottage industry to write about issues surrounding the evaluation of community coalitions or collaborations. Publications have ranged from methodologically sophisticated research reviews, conceptual typologies of collaboration characteristics, discussions of technical challenges in evaluation (e.g., the often hierarchical and nested nature of collaboration data), and case studies with a multitude of lessons learned. What can this brief (150 pages), non-technical, edited volume on evaluating community collaborations have to offer in this increasingly dense literature? The strength of this volume is that it can be read by members of community collaborations, evaluators, and funders alike, and serve as a common ground for starting a conversation about what an evaluation (and the process for devising an evaluation) should look like. As the editor states, "This volume is intended to be used by the people who create and run community collaborations of various types...., the people who evaluate them, and the people who fund them or live with them in the community" (p.7). Originally commissioned as a resource to support grantees and evaluators of the federal Center for Mental Health Services (CMHS) School and Community Action Grant Program, this volume provides six very readable chapters (and a commentary) that are authored by leaders from the practice, foundation as well as the research side of the collaboration field.

In the initial overview Chapter, Backer raises a question that ought to be asked at the outset of all collaborative efforts: Is this

the moment to spend considerable human and financial effort in collaboration? Might the funding and human resources "instead be used to increase the scope of the actual implementation, based on an award to one grantee who will 'go it alone' or make use of whatever threads of partnership already exist in the community?" (p. 9). Given mixed research evidence regarding the impact of collaborative efforts, funders (and some community leaders) may not be as quickly convinced today that collaboration is the best strategy to use. In such an environment, thoughtful evaluation of collaborative efforts becomes more important.

Many of the themes in this volume will seem familiar to community psychologists who have been on either the implementation or the evaluation side of collaboration building. (1) Are collaboration leaders playing an active role with both funders and evaluators in defining the criteria for an evaluation (2) Are collaboration members clear about what they will be able to learn from a proposed evaluation; (3) Is the evaluation working in service of the collaboration; and (4) Are there tools that collaboration members can use themselves to strengthen the collaboration's performance? However, there is some power in seeing these themes highlighted by authors from different funding, research, and practice perspectives.

Two chapters discuss the importance of confronting early on the potential conflicts and differences of opinion that may occur when stakeholders attempt the difficult process of setting realistic goals. In Chapter 3: "The human side of evaluating collaborations", Backer discusses the need for evaluators to confront directly resistances, fears and concerns of collaborations regarding evaluation. The evaluator must be someone who is engaged enough with the coalition to use information about disagreements and conflicts in the service of the collaboration's growth. In a commentary, John Bare discusses similar lessons the Knight Foundation has learned from its support of collaborative efforts. For example, "Funders and community collaborations must agree at the outset on the outcomes for which the joint effort will be held accountable" (p. 150).

Acknowledging the importance of evaluation is one thing, but actually building ownership in the evaluation process within collaborations is another. When evaluations are mandated by funders, "there is often a minimal level of engagement in the evaluation process by collaboration leaders who see evaluators as the 'experts.'" In a very useful chapter (Chapter 4: "A practical approach to evaluation of collaborations"), Tom Wolff discusses the importance of collaboration members seeing evaluation as a process that should serve their ends in understanding their coalition's development as well as its role in influencing outcomes. Towards that end, he supplies copies at the end of his chapter of nine evaluation tools that collaborations might use (e.g., annual member satisfaction surveys, worksheet for assessing risk factors for participation, responsibility charting). Even if collaboration leaders choose not to use these specific instruments, the constructs are "put on the table" so that evaluators, funders and community members can discuss the place of such information in an evaluation.

In a similar vein, Vincent Francisco and colleagues (Chapter 5: Making sense of results from collaboration evaluations) discuss how to turn community data and evaluation findings into action. They illustrate the kinds of evaluation trouble-shooting that collaboration leaders can do on their own using such resources as the Community Tool Box, on an on-line technical assistance site. Other chapters illustrate how the themes of the book can be applied to specific contexts: evaluating in a multicultural context (by Alex

Norman) and evaluating youth violence prevention programs (by Nancy Guerra).

Despite its origination from a specific initiative from the Center for Mental Health Services (CMHS) School and Community Action Grant Program, the recommendations are generic and are not intended to be a template for work in a specific setting or with a specific problem area. The themes contained in this volume will be familiar to those immersed in the Collaboration literature.

However, this work can serve as an excellent prompt to funders, collaborations, and evaluators to discuss candidly: What are our goals? What are the responsibilities of collaboration leaders in investing in an evaluation and making it useful? What should a collaboration demand from an evaluation? In whose service is the evaluation being carried out? If this volume prompts these questions to be asked at the outset of a collaborative effort rather than later, it will have served an important purpose.

Community Action

Templates of Community Action: Ethics, Research, and Societal Action

Brad Olson
DePaul University

At one point in my life I would have never thought that the mere reading of ethics would be an activity likely to bring about community action. I now think, however, that encouraging the reading of this philosophy is one of the most important types of activities the Community Action Interest Group can promote. At one time, I would not only have said that ethics would not promote action, but that the two were separate poles on the same continuum. These erroneous beliefs I held were probably due to my exposure to *research ethics* as a student, and equally to my lack of exposure to what might be called *societal ethics*, the field that debates whether financially affluent nations should share their wealth with less affluent nations, and whether or not one human being is obligated to undergo a certain degree of discomfort to help another.

While I believe strongly in the necessity of research ethics, its study has never energized me to take action, particularly in regard to research, but even this attitude of mine is changing. Still, it was not the *research ethics* that resulted in my new found belief that ethics could lead directly to community action—it was the reading of *societal ethics*, which had been almost absent from my undergraduate and graduate training.

I first began to question my prior beliefs about ethics and action when I recently heard a wise and well-respected community psychologist say that a central feature of a strong community psychology program is the presence of a substantial concentration in ethics. I immediately thought to myself that a superior program would abandon the *study* of any intellectual discipline that fostered academic cumbersomeness, and that it would be far better to provide opportunities for students to engage in authentic community action.

My interest in the curious statement, however, led me to read, in the last several months, classic essays in societal ethics. I understand better now that ethics is, of course, not a barrier to community action. Anyone with any sense would know that ethics

is an essential *guide* for community action, a way of steering it in the best possible direction. What was even more of a contradiction to my prior beliefs, however, was the discovery that ethics was not only an effective way of directing action toward more positive goals, but that reading societal ethics was one of the strongest forces to naturally *stimulate* and *fuel* a set of beliefs so they were transformed into action, and perpetually maintain that action's forward movement.

Ethics as Guidance to Community Action

Action, in and of itself, when devoid of *ethics*, is not really what we think of as community action at all. Any action can occur in a community, but we know that any action can just as well be purposefully destructive, inadvertently destructive—or simply unproductive—as it can be intentionally productive (or even randomly productive). Only when community action is guided by the essence of what is found in the readings of societal ethics is it likely to represent the type of community action we hope for as participatory agents. Community action steps require guidance, and we are more likely to effectively prepare ourselves to both develop theories on effective community action and engage in this action by reading classics in the philosophy of ethics.

**We have some opposing forces
telling us that we should get involved
in community action and others equally
providing us with doubts about our abilities
and reminding us of the discomforts we
might have to experience.**

Ethics as a Force Behind Community Action

Beyond its ability to guide community action, societal ethics strongly impacts the will, motivating community action, and this is likely to be its most beneficial impact to future community psychologists. Perhaps societal ethics can bring about community action because our minds in relation to action are so often in a constant state of equilibrium. We have some opposing forces telling us that we should get involved in community action and others equally providing us with doubts about our abilities and reminding us of the discomforts we might have to experience. We see the canoe that will float us downstream, but we are not certain that it is worth getting our pants wet up to the knees. The study of societal ethics is no guarantee of action, but the more it is studied, the more that equilibrium gives way to the thoughts and feelings of a moral obligation to act and for more justified reasons than we would have had we not struggled to read and absorb this philosophy, which helps us decide it is better to get our calves wet than to have never gone down river.

The Merging of Ethics, Research, and Societal Action

Many community psychologists believe that their most effective community action is in the form of participatory action research, because this is where their unique skills lie. In cases of participatory action research, the aforementioned distinction

between research ethics and societal ethics becomes irrelevant. In contrast to other areas of psychology, participatory research is neither a methodology nor a system of ethics, but a form of thought that equally blends the two. This natural unification between research, community action, and societal ethics is among the greatest strengths of community psychology as well as one of the primary ways its activities can be contrasted with those of other APA divisions.

As a person who was trained in experimental social psychology, I experienced a methodology and ethics that took the form of two distinct entities. The methodology was created first by the researcher who then passed it down the assembly line to the ethical review board. Often the design was changed, but the role of ethics was to merely reduce the harms that could potentially occur—nothing affirmative was ever offered to the community of participants. Moreover, the experimental design compromise that resulted from these opposing forces took on an almost unnatural form. I do not mean to suggest that there are not great struggles brought by participatory action research. However, because it is neither solely a methodology nor solely an ethical system, a more natural union emerges that combines methods and ethics, and this is what so greatly distinguishes it from other traditional forms of science and philosophy.

The greatest forms of community action need not have anything to do with research. Whatever the approach, readings in societal action—though a mere intellectual activity—will better propel, guide, and unify action in our communities. There is much the Community Action Interest Group can do to promote the readings of societal ethics. We can compile essay collections, encourage the use of these essays in courses, set up related conference symposia, and many other worthwhile ventures. Most important, this may be a place where community psychology can have its strongest influence on other divisions within psychology by opening up a needed conversation about the greater union of research, action, and ethics.

If you are interested in joining the Community Action Interest Group, please e-mail Brad Olson at bolson@depaul.edu.

Disabilities Action

A Bit of Disability History

Dot Nary

Earlier this year, I received a list serve message encouraging me to take a friend out for hot food to celebrate the birth date of Ed Roberts on January 23rd. Who is this man and why would taking a friend out for a hot meal be an appropriate celebration of his birth?

Ed Roberts was a visionary leader and founding member of the independent living movement for people with disabilities. He emerged from a childhood bout with polio with his body paralyzed from the neck down, and received home schooling for the majority of his K-12 education. However, as a result of his refusal to accept the limitations placed on him by others, Ed arrived as a student to the campus of the University of California at Berkeley in 1962. He was armed with an “iron lung” to assist with breathing, and with his unwavering vision of people with disabilities as fully participating members of society.

Ed promoted peer support, consumer control, integration, and accessibility as a way to empower people with disabilities in society, and to dismiss the old notions of paternalism and charity. His definition of “independent living” meant that people with disabilities were entitled to supports that would allow them to make choices and direct their own lives as non-disabled people did. Learning from the other campus movements during the ‘60’s, he articulated disability rights as a civil rights struggle, rather than a medical issue.

His leadership in numerous organizations brought national and international attention to disability issues. His work to establish the Berkeley Center for Independent Living (CIL) as a self-help, community-change and service agency led to the development of a network of over 400 CILs existing today across the nation. In 1975 he was appointed by Governor Jerry Brown to head the California vocational rehabilitation agency. This was the same state agency that in 1961 had refused to serve him, labeling him too severely disabled and, therefore, unemployable.

This “unemployable” man was a delegate to the first World Congress of Disabled Peoples International in Singapore in 1991, and spoke at conferences in Australia, France, Japan, and other countries, to deliver his message that, “Everyone has a future.”

Even after his death in 1995, Ed’s influence continued as his wheelchair was donated to the Smithsonian Institution, inspiring curators at the National Museum of American History to integrate the history of disability into their work.

Most importantly, Ed Roberts was one of the first people with a severe disability to reject the passive, powerless role assigned to him by society, to do it publicly, and to encourage others by example and achievement to do the same. The lives of people with disabilities in the US and throughout the world will never be the same because of this man.

So, why the sharing of a hot meal to celebrate the birth of Ed Roberts? Because, for many years, people with disabilities were relegated to institutions. And in most institutions, residents don’t get to choose what they eat nor whom they eat with. Also, hot foods are often cold by the time they make it to the wards from the kitchen.

Given his level of disability, Ed Roberts would have been a prime candidate for institutional living, if he had not possessed the determination to assert his place in the mainstream of society. So taking a friend out for a hot meal to celebrate his birth is a way to celebrate what Ed Roberts did to empower himself and others, to promote equality for people with disabilities worldwide, and to make it the world a better place for all of us to live.

Education Connection

Social and Emotional Learning as a Framework for School Improvement and Student Success

Jennifer Axelrod, Mary Utne O’Brien, & Roger P. Weissberg
Collaborative for Academic, Social, and Emotional Learning (CASEL)

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“We envision a world where families, schools, and communities work together to support the healthy development of all children. All children will become engaged life-long learners who are self-aware, caring and

connected to others, and responsible decision-makers. All children will achieve to their fullest potential, participating constructively in a democratic society.” (CASEL, 2004, p.1)

This paper briefly addresses three key issues. First, we describe an area of school-based prevention and youth development programming called social and emotional learning (SEL). Second, we offer a rationale for why SEL is important for schools and school children. Finally, we highlight a few key activities of the Collaborative for Academic, Social, and Emotional Learning (CASEL), an international organization whose mission is to establish evidence-based, integrated SEL as essential to preschool through high school education.

What is Social and Emotional Learning?

Social and emotional learning is the process of developing the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively (Elias et al., 1997). Key SEL skills include self-awareness (e.g., recognizing one’s emotions), self-management (e.g., regulating emotions to accomplish tasks and goals), social awareness (e.g., perspective taking, understanding the feelings of others), relationship skills (e.g., negotiating skills, help seeking, and managing emotions to maintain healthy relationships), and responsible decision making (e.g., problem solving, respecting others, taking ownership for own behavior) (Collaborative for Academic, Social, and Emotional Learning, 2003). SEL is a fundamental component of children’s moral and ethical development, citizenship, and academic learning. Effective SEL instruction builds the foundation for self-responsibility and emotional management; appreciation of diversity; prevention of violence, substance abuse, and related problems; and academic success (Zins, Weissberg, Wang, & Walberg, 2004). Finally, SEL is a unifying concept for organizing and coordinating school-based education that focuses on positive youth development, health promotion and problem prevention, character education, service-learning, and schools as communities of learners (Greenberg et al., 2003).

Why is SEL Important for Schools and Children?

SEL enhances children’s emotional, cognitive, behavioral, and relationship skills so that they handle developmental tasks effectively and responsibly. The result is greater success in school and life. Programs designed to promote SEL in schools result in school climates that foster knowledgeable, responsible, and caring children and youth. Research also demonstrates that SEL increases motivation to learn, investment in school, and time spent on academic tasks (CASEL, 2003; Zins et al., 2003)

Because school-based prevention efforts often target single behaviors such as drug use, risk taking, bullying, and violence, their implementation may result in fragmented programming. In schools it is not unusual for multiple competing programs to be implemented without any explicit linkages to each other or any means of promoting consistent messages and approaches across programs. SEL provides a framework for organizing both school-based programming and specific instruction in SEL skills. Specifically, SEL offers a conceptual foundation for organizing school programs and a consistent language to synthesize a broad

range of program strategies and approaches (CASEL, 2003). SEL also offers a framework for coordinating schools’ problem prevention efforts by addressing common risk and protective factors. Comprehensive SEL programming is most effective when multiyear integrated efforts are utilized to develop children’s social and emotional abilities through engaging classroom instruction; opportunities to apply and learn new social and emotional skills

SEL offers a conceptual foundation for organizing school programs and a consistent language to synthesize a broad range of program strategies and approaches.

outside the classroom; and broad parent and community participation in program planning, implementation, and evaluation (Elias et al., 1997; Greenberg et al., 2003; O’Brien, Weissberg, & Shriver, 2003).

Collaborative for Academic, Social, and Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in 1994 to advance the science and practice of school-based social and emotional learning in schools. Since that time, CASEL has been involved in a variety of initiatives. Following are highlights of CASEL’s work in recent years.

- **Defining the field.** CASEL provided a conceptual and defining framework for the field of SEL with the 1997 publication of the book *Promoting Social and Emotional Learning: Guidelines for Educators* (Elias et al., 1997). This was followed in 2003 by a review of 80 nationally available SEL programs titled *Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning Programs* (CASEL, 2003). *Safe and Sound* was developed both as a guide to SEL programs and as a vehicle to inform schools about effective program implementation. Included within *Safe and Sound* is a framework for school-based planning and tools for educators to use in the process of program selection and implementation.
- **Advancing the Science of SEL:** CASEL is committed to developing a strong base of scientific evidence of SEL impacts, with particular attention to social, emotional, academic, health, and behavioral outcomes. Toward this end, CASEL has published numerous scholarly articles and reviews that document the beneficial effects of SEL (see www.CASEL.org for a list of CASEL publications and to download many of the documents). In 2004, CASEL colleagues published *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (Zins et al., 2004). This book provides a comprehensive picture of the research linking SEL to improved academic achievement.
- **Program Implementation and Evaluation:** CASEL is working intensively with schools in Illinois to address SEL implementation issues. One of CASEL’s primary goals is to expand coordinated evidence-based practice. Working closely with these schools helps to create new knowledge related to the design, implementation, evaluation, and sustainability of SEL school-based programming and also provides models for other schools interested in developing their own initiatives. CASEL’s collaborative efforts with schools are also helping to inform the development of a tool kit for effective program

implementation. The tool kit is a direct response to requests from educational leaders seeking (a) tools to assist in program selection and guidelines for implementation, (b) resources to assess the impact of SEL programming and ensure that programs are being implemented with fidelity, and (c) strategies for translating programs into broader initiatives such as school-wide SEL plans (CASEL, 2004). The materials in the tool kit synthesize resources already available in the field as well as additional tools based on CASEL's collaborative practice with the Illinois school sites.

- **State Efforts to Improve Student's Social and Emotional Health:** In August 2003, the Illinois legislature passed the Children's Mental Health Act of 2003. This legislation (Public Act 93-0495) calls for Illinois school districts to develop a policy addressing the incorporation of social and emotional development in educational programming. Another key aspect of the legislation specifies that the Illinois State Board of Education will develop and implement a plan to incorporate social and emotional development standards into the Illinois Learning Standards. Prior to the passage of this legislation, CASEL provided research information and guidance to the Illinois Children's Mental Health Task Force, a broad-based state coalition that worked with policymakers in developing the legislation. As Illinois moves forward as a model for SEL programming for students, CASEL will provide support to Illinois schools and school districts in developing and implementing their SEL policies.

Conclusion

SEL is a useful framework both for improving the well-being and academic success of children and youth and for integrating school programs that are often isolated and fragmented. Addressing children's behavioral and health outcomes through coordinated school-based programming lays the foundation for positive school environments that promote students' attachment to school and academic success. In the final report of the President's New Freedom Commission on Mental Health, the authors state, "Every day more than 52 million students attend over 114,000 schools in the U.S. When combined with the six million adults working at those schools, almost one-fifth of the population passes through the Nation's schools on any given weekday" (New Freedom Commission on Mental Health, 2003, p. 58). SEL offers opportunities every day to teach millions of students' skills for school and life success and to enhance teachers' potential effectiveness. Given the increasing recognition of the impact of social and emotional skills on academic success and the advances being made in the translation of scientific knowledge into practice, CASEL's vision for the future is that schools, families, and communities will work together so that all children will develop the social and emotional competencies to succeed in school and in life.

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Author's note: For more information about CASEL and the field of social and emotional learning, visit our web site at www.casel.org.

Lesbian/Gay/Bisexual/Transgender

Edited by Alicia Lucksted and Gary Harper

This issue, we feature two articles in the LGBT column: A description of the National Coalition for LGBT Health by David Haltiwanger and suggestions for action to promote prevention research for men of color who have sex with men by Hiro Yoshikawa and Patrick Wilson.

National Coalition for LGBT Health

David Haltiwanger, Ph.D.
Chase Brexton Health Services

As a psychologist, who is a long-time member of the American Psychological Association I have more recently become very involved with the National Coalition for Lesbian, Gay, Bisexual and Transgender Health. The agency where I work, Chase Brexton Health Services, is a member of the Coalition, and I am an elected member of the Coalition's Executive Committee. The APA is also a member of the Coalition, and I would love to see other psychologists taking an active role in the Coalition. My guess is that most of you do not know much, if anything, about this relatively young organization, which is why I am writing this. I will first tell you a bit about the Coalition and our goals. I have personally been impressed with what we have accomplished already and have listed for you some of our recent accomplishments. I will conclude with some thoughts about how you could get involved more directly with the Coalition.

Coalition Mission and History

The National Coalition for LGBT Health is committed to improving the health and well-being of lesbian, gay, bisexual and

transgender individuals and communities through public education, coalition building and advocacy that focuses on research, policy, education and training.

The Coalition was formed on October 14, 2000 when a group of community health advocates, including some psychologists, convened in Washington, DC to discuss the greater inclusion of lesbian, gay, bisexual and transgender health issues in the nation's Healthy People 2010 objectives. At that meeting, it was realized that a coordinating structure would be needed to continue to advance our interests at the White House, U.S. Department of Health and Human Services, Congress and elsewhere. The Coalition has grown to include over 40 member organizations, which range from national organizations, such as APA, to local health centers and departments of health, many of which employ psychologists.

Coalition Goals

The following statements represent long-range goals for the LGBT community. The goals are not mutually exclusive, but rather purposefully interrelated. Taken together, achievement of the goals – and their related objectives – will help to ensure equity in health status and participation in the decision-making process for individual members of the LGBT population and representative organizations.

- To increase knowledge regarding LGBT populations' health status, access to and utilization of health care, and other health-related information.
- To increase LGBT participation in the formation of public and private sector policy regarding health and related issues.
- To increase availability of, access to, and quality of physical, mental, and behavioral health and related services for the LGBT population.
- To increase professional and cultural competencies of providers and others engaged in health and social service delivery to the LGBT population.
- To eliminate disparities in health outcomes of LGBT populations and the community, including differences that occur by gender, race/ethnicity, education or income, disability, nationality, geographic location, age, sexual orientation, gender identity or presentation.

Recent Coalition Accomplishments

- We have met in Washington with over fifty members of Congress and twelve different agencies of Health and Human Services to ensure our inclusion in Healthy People 2010 and HHS's strategic plan.
- We have launched the First Annual LGBT Health Awareness Week via an online and media campaign addressing health issues of cancer, domestic violence, smoking, mental health, HPV, hepatitis immunization, nutrition and weight, and sexual health, and we will be launching the Second Annual LGBT Health Awareness Week on March 13, 2004.
- We created an organized and effective LGBT presence in Baltimore at the "Steps to a HealthierUS: Putting Prevention First" conference where Secretary of Health and Human Services Tommy Thompson laid out his priorities and programs for *Steps to a HealthierUS*, advancing the President's *HealthierUS Initiative*.
- We have organized a response to the Centers for Disease Control and the Department of Health and Human Services on

the importance of LGBT inclusion in data collection on smoking and cancer research.

- We have organized a response for inclusion of LGBT populations in the policy language and research that the Agency for Healthcare Research & Quality supports.
- We have pushed forward a status update from Health and Human Services on the Healthy People 2010 Report and its 29 health objectives that address LGBT populations. And we continue to seek more information via our work with Members of Congress.
- We created an organized and effective LGBT presence at the Washington, DC "Secretary's National Leadership Summit on Eliminating Racial and Ethnic Disparities in Health," disseminating information and research on LGBT community and our health needs.
- We organized an effective briefing on LGBT Health for the 2004 Democratic Presidential campaigns, the Log Cabin Republicans and the Republican Unity Coalition. And we continue to advocate for inclusion of our health issues in their platforms.

How You Can Get Involved

Working through APA, which is one of the Coalition's member organizations, there are a variety of ways in which you can become personally involved with the Coalition. Join us in Washington, DC for our twice-annual meetings, which are a great opportunity for all of us to learn more about LGBT health issues and to use this knowledge to personally lobby decision-makers in the administration and Congress. Your experience and knowledge as a health care provider and researcher can add immeasurably to our credibility as advocates. Between meetings you can advance the work of the Coalition by joining one of our working groups, which usually have monthly conference calls. Based on your interests, you could join the groups working on Policy, Access, Research, Cultural Competency, or Eliminating Health Disparities. At the least, you can add yourself to our listserve and read the weekly updates on LGBT health issues. Staying informed, you may find opportunities in your workplace and in your involvements in APA and division activities to educate others about the work of the Coalition.

Of course, I cannot overlook inviting you to help us mark the Second Annual LGBT Health Awareness Week, March 14-20, 2004. Last year, communities across the country found creative ways to promote increased awareness of a number of health issues that face many LGBT people. Fact sheets and posters provided by the Coalition enhanced local initiatives, and you may have a waiting room where they would be an appropriate addition. You may want to use the week to plan an event that provides health education while promoting a service you offer. You may want to piggyback onto national media attention to get yourself interviewed by local media as an expert on some health issue relevant to the LGBT community.

I hope you are now more interested in the work of the National Coalition for LGBT Health. Psychologists have a lot to offer which could enhance our work, and I think you would find it a personally rewarding experience, as I have. Nothing changes over night, but I think we are making a difference for our community.

For more information, visit our website: www.lgbthealth.net or email us at coalition@lgbthealth.net. You can also call our National Field Director, Donald Hitchcock, at 202.797.3516 or write the National Coalition for LGBT Health, 1407 S Street, NW, Washington, DC 20009.

HIV Prevention Among Men of Color Who Have Sex with Men: Why Has There Not Been More Progress?

Hirokazu Yoshikawa & Patrick A. Wilson
New York University

- Average rates of HIV seroprevalence among 23- to 29-year-old African American men who have sex with men in a recent 7-city study (Valleroy, Secura, MacKellar, & Behel, 2001): **30%**
- Number of HIV prevention interventions for men who have sex with men judged by the CDC to be successful enough to warrant replication (2001): **5**
- Number of those interventions that included more than 15% men of color: **1**
- Number of 1,700 evaluation studies in HIV prevention in a recent review (Wilson & Miller, 2003) that explicitly addressed cultural issues in their conceptualization, presentation, or content: **17**

Twenty-three years into the HIV/AIDS epidemic, there are barely a handful of HIV prevention interventions proven to be effective for men of color who have sex with men. This fact is stunning, considering the disproportionate impact of HIV/AIDS on many of these communities in the U.S. For example, young African American men who have sex with men (MSM) are six times more likely to be HIV-positive than their White counterparts, while Latino MSM are twice as likely (Valleroy et al., 2000). Rates of seroprevalence among African American MSM in 7 U.S. cities are on a par with adult seroprevalence in some of the hardest-hit areas of sub-Saharan Africa (Valleroy et al., 2001). Interestingly, rates of self-reported sexual risk behavior do not show this pattern of disparities across race/ethnicity; they show differences of much smaller magnitude (Peterson, Bakeman, Stokes, & CITY Study Team, 2001).

How did this deadly and persistent pattern of racial / ethnic disparities come to be? Certain populations (e.g., White gay men in the late 1980's and early 1990's) were able to reduce their seroprevalence by over 50% (CDC, 2004; Martin, Dean, Garcia, & Hall, 1989). Family and neighborhood-level poverty; residential segregation; experiences of discrimination in mainstream gay and straight settings and in communities of color; lack of resources to build and sustain community organizations serving these communities; disparities in access to health care; and a variety of other associated risks are likely to explain the difference (D'Augelli, 2003; Diaz & Ayala, 2001; Harper & Schneider, 2003; Krieger et al., 2003; Nemoto et al., 1998; Revenson & Schiaffino, 2000; Wilson & Yoshikawa, 2004; Wolitski, Valdiserri, Denning, & Levine, 2001). More importantly for the purposes of *The Community Psychologist*, what can community psychologists do to address the unconscionable gap in research on HIV prevention for these populations? Here we outline several approaches that are in dire need of community psychologists' interest and involvement.

1) **Examine contextual sources of change in HIV incidence.** For MSM of color, what are the relevant ecological influences that could be the focus of prevention efforts? Few extra-individual factors have been investigated for any of these populations. Some

recent exceptions include the following. Community involvement may have protective effects against HIV risk behavior among African American and Latino MSM (Wilson, Yoshikawa, & Peterson, 2001; Ramirez-Valles, 2002). Conversations about discrimination with family and friendship network members buffered Asian and Pacific Islander MSM against the harmful influence of three forms of discrimination (racism, homophobia, and anti-immigrant discrimination) on HIV risk, in another study (Yoshikawa, Wilson, Chae, & Cheng, 2004). Zea and colleagues found that longer time in the U.S. was associated with disclosure of HIV positive status to family networks in a study of Latino MSM (Zea, Reisen, Poppen, Echeverry, & Bianchi, 2004). Organizational factors, such as commitment to HIV prevention, resources, and maturity, influence AIDS service organizations' rates of take-up of evidence-based HIV prevention programs, including those for communities of color (Miller, 2001). Transnational migration may influence sexual risk patterns among Asian immigrant MSM in the U.S. (Wong & Park, 2003). Studies such as these are beginning to build an evidentiary base concerning how HIV risk and protection unfold in the social contexts of MSM of color.

2) **Engage in culturally anchored prevention and promotion for MSM of color.** Many HIV prevention programs for LGBT communities of color exist in the United States, implemented by a range of community-based organizations. But there are still all too few instances of documentation and evaluation of these programs. The efforts of informal and formal organizations, working with often-scarce resources to better their communities, have not been brought sufficiently into the public discourse to influence programs or policy. Whether one takes an empowerment (Rappaport, 1981), prevention (Coie et al., 1993), promotion (Tseng et al., 2001), theory-of-change (Weiss, 1995), or some combination approach, these organizations and communities can be productive settings for

community psychology. Community psychologists can utilize a range of methodologies required to conduct culturally anchored research with communities of color (Hughes & Seidman, 2002). The need to identify how organizations take cultural influences into account, in their interventions' conceptualization, modes of presentation, and content, is profound. Approaches to evaluation developed by community

psychologists, such as empowerment evaluation (Fetterman, Kaftarian, & Wandersman), are well suited to identifying successful, culturally grounded approaches to HIV prevention.

3) **Explore the role of community-level change in reducing HIV incidence among MSM of color.** Research on interventions at the community level is especially needed. Such efforts have been far and few between for MSM of color (exceptions include the current multi-site Community Intervention Trial for Youth (CITY; Peterson et al., 2001); replications of the Mpowerment Project; Kegeles, Rebhook, Adams, Terry, & Neumann, 2000; and the AIDS Community Demonstration Projects, CDC AIDS Community Demonstration Projects Research Group, 1999). A central goal of HIV prevention for MSM of color is the achievement of community-level change in HIV incidence. Community-level HIV prevention strategies can harness change at multiple ecological levels, including the social network, organizational, institutional,

More importantly for the purposes of *The Community Psychologist*, what can community psychologists do to address the unconscionable gap in research on HIV prevention for these populations?

and policy levels (Miller, 2001; Miller & Kelly, 2002; Sumartojo, 2000; Yoshikawa, Wilson, Peterson, & Shinn, in press). Processes at any of these levels can include grassroots community mobilization, federal- or state-funded prevention programs, advocacy, and change in public policy. Community psychologists have been interested in community processes since the inception of the field. The task of engaging in these processes to address racial and ethnic disparities in HIV infection and other health outcomes has never been more urgent.

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applied, policy-oriented career. Her professional identification is firmly in community psychology – “this is the home base for my career,” she states confidently. However, this confidence was tested over the last few years as she has had to overcome several obstacles along the way to becoming a community psychologist. She recently arrived at a crossroads in her life which made her critically examine her career choice as well as her ultimate personal and professional goals. She came through all these tests with a stronger commitment to community psychology and to making a contribution related to women, violence and public policy.

Kelly was raised in Dayton, Ohio in a small family which she characterizes as having minimal social support or nearby extended family. Her parents, both high school graduates, divorced when their two children were young, and her father moved to another part of the State. Kelly, her mother and her younger sister formed a close, protective threesome, but she sensed that “my family context made me a little different than someone who went home to the traditional two-parent household.” Also, she lived in an apartment adjacent to a commercial area whereas most of her classmates lived in a residential neighborhood of large, historic homes which had strong generational ties to the local schools. Fortunately, the family matriarch, Evelyn Mae Boren, now 101 years of age, lived in Dayton, and had a strong influence on Kelly, especially in encouraging her to follow her own lifelong passion for ballroom dancing, driving her to daily lessons and practices. In high school, Kelly competed nationally and even envisioned a professional ballroom dance career. However, professional ballroom dancing can be a harrowing career and requires single-minded dedication, whereas Kelly had considerable intellectual potential and interest. She left dancing behind, except for occasional classes, for her academic studies and the opportunity to do good in the world.

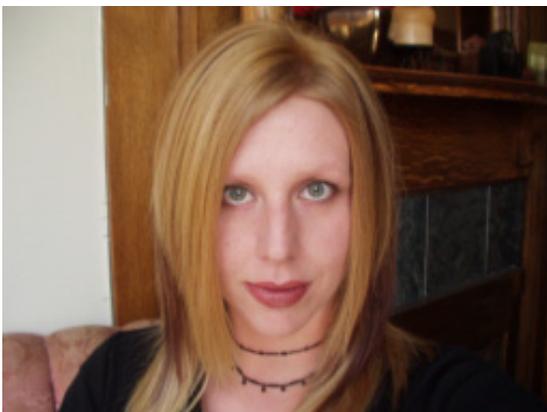
Although she originally aspired to be a wildlife biologist with a specialization in the large cats, Kelly was intrigued during high school by feminist values, embodied by one teacher who was a departure from the norm. These values and associated theories cast a helpful perspective on the strong women in her life, especially her mother and great grandmother. (The musical ambitions of her maternal grandmother had been stifled by an overbearing husband, exacerbating her alcoholism and diabetes from which she eventually died.) Kelly observes: “women have been the strong presence in my life.” She redirected her energy to psychology and entered Ohio University, a state school for which she paid in-state tuition while allowing her to live away from home and experience college fully. Kelly flourished in college, loving the academic and social environment, living with three other women and feeling very much at home there. Ohio University's campus is a middle class enclave embedded in the poorest county in Ohio, and she was struck by the stark contrast and class disparities. She joined a student environmental activist group and helped to organize massive neighborhood recycling drives. Kelly joined a sorority which gave her opportunities for building organizational leadership skills and for involvement in community service activities.

Kelly was a diligent student, aided and abetted, in part, by her association with a freshman roommate who was determined to get good grades so she would be admitted to graduate school. Coursework in social justice and the law captured Kelly's attention, and her knowledge of feminist theory grew through her exposure to feminist sociology instructors at Ohio University. Her research assistant jobs, conducting social psychology deception studies, convinced her that she did not want to be “running subjects in a lab. I knew if I was going to graduate school, it was going to be for

Living Community Psychology

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“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 column's purpose is to offer insights into community psychology as it is lived by its diverse practitioners.



Featuring: Kelly Kinnison

A graduate student in community and prevention research at the University of Illinois at Chicago, Kelly Kinnison is hoping to finish her doctoral studies at the end of 2004 and undertake an

something that used my feminist orientation.” As she progressed through college, she gained confidence in constructing meaning differently than traditional research psychology.

When considering potential graduate schools to which to apply, Kelly decided the first criterion was to live in a big city since her undergraduate campus began to feel constraining. She narrowed the pool further by identifying professors with whom to work whose (feminist) research she admired. “I wanted to find someone who was doing the research I wanted to be involved in and for them to teach me how to do it.” She had successfully used this method for selecting her professors in college and would replicate it in the process of choosing where to apply for graduate school. However, several graduate programs to which she had applied later announced that the professors with whom she wanted to work were not accepting new students that year. This was the first obstacle she encountered on her path, and she now recognizes the riskiness of selecting a graduate program based on the ability to collaborate with one faculty member.

Kelly was admitted to the Ph.D. program at the University of Missouri-Kansas City. UMKC combined the urban setting she was seeking with the opportunity to work with a productive new faculty member – Dr. Sharon Portwood, an attorney and community psychologist trained at the University of Virginia. UMKC offered a free-standing community psychology program with a rigorous didactic curriculum that nonetheless “aspired to get rid of some of the power differential” between faculty and students and valued student input and student involvement in the program’s administration. The faculty and students created a community within the academic program. Kelly was the elected student representative for the community psychology program and also, with her fellow student Marci Culley, she organized a series of brown bag student discussions. Kelly closely collaborated with the highly energetic Dr. Portwood, conducting research on violence against women and doing school-based program evaluation. “(We) got on a very productive roll. She honed my research skills, and I was fully involved in all aspects of the research, from the ground up. Designing the research, collecting the data, analyzing it, and writing up the results.” Kelly recalls that by the end of her second year at UMKC, “I was doing an insane amount of research. It was way more work than I probably should have taken on.” The benefits were that she was learning various research skills, was always funded and had unusual opportunities to present research at conferences and get published. “In some ways, it was perfect for me at the time,” she remembers, “but it meant I had no time to work on my masters.” At this point, during her third year at UMKC, Kelly had to face a second major obstacle: The community psychology program was reorganized, and Sharon transferred, joining a new health psychology program. “By that time, I felt a strong tie to community psychology and really wanted to finish (my doctorate) in a community psychology program,” says Kelly.

Kelly called Dr. Becki Campbell at the University of Illinois at Chicago, one of community psychology’s most well-regarded feminist scholars, for advice about staying at UMKC in a non-community program or transferring to another university for a community program. Kelly had earlier met Becki at several conferences and had developed a strong interest in her work. Becki encouraged Kelly to apply to UIC; if accepted, she could join her research team. “I got really excited about working with her and the possibility of finishing my training in a community psychology program. But I knew I had to get my act together on finishing my master’s degree.” Upon arriving at UIC, Kelly was given “the

biggest gift I could have gotten” from Becki – no assigned research responsibilities until Kelly finished her master’s thesis. This gift of time allowed Kelly to adjust to the new program and its (esteemed) faculty as well as complete her UMKC master’s degree. In her second semester at UIC, her master’s degree completed, Kelly began working on Dr. Campbell’s research projects, including interviewing sexual assault nurse examiners. She also assisted on Dr. Sarah Ullman’s criminal justice research, talking to prospective research participants who were survivors of rape. “It was the first time I had been really involved in direct research on violence against women.”

After two years at UIC, Kelly faced yet another obstacle – Becki had accepted a position at Michigan State University. Disappointed again, Kelly “definitely did some soul searching.” Also, Kelly had reached the point where her immersion in work related to violence against women was taking its toll on her emotionally. She also discloses having been targeted by a stalker during this tumultuous time, further threatening her sense of security and well being.

Taking the time needed to contemplate the decisions she had made in her personal life and career, Kelly acknowledged that she had been driven more by trying to live up to others’ expectations of her than to her own desires. Her younger sister – working as a physical therapist at the Cleveland Clinic – had just bought her first home. “That was a shock. She just bought her first house and here I am still renting an apartment and still in school.” Kelly realized she was stalled on completing her doctoral degree. Since her receipt of her UMKC master’s degree at the end of her first semester at UIC, she had not completed any other milestones toward her doctorate, including her prelims. At this point, she seriously questioned if she still wanted a career in community psychology. In the midst of this malaise and as a change of pace, she took a course in photography over the Summer, receiving encouragement from UIC art professors to further develop her artistic talent. Over a period of several months, Kelly toyed with the idea of taking a leave of absence from graduate school to attend a Chicago art school and support herself with a fulltime administrative job at that school. However, the school’s hiring process was slow, and a new semester at UIC was rapidly approaching. At the same time, Kelly had been working on a project with Dr. Ed Trickett. Kelly and Ed had “bonded” during her enrollment in a diversity course he taught at UIC. Ed responded to Kelly’s soul searching in an encouraging way “without telling me what to do or not do. He was very supportive. He is my first male mentor. He understands me and knows how to motivate me. With his support, I decided to stay, that I wanted to finish, that I can’t imagine doing anything else.” With this recommitment, Kelly is more than ever focused on developing her skills and finishing her degree.

Influenced by Trickett’s ecological perspective, Kelly began to seek out a stronger connection to systems level change. A practicum assignment – to gain entry to an organization and be of some help – landed her at the Marjorie Kovler Center for the Treatment of Survivors of Torture. The Center treats refugees who are seeking asylum in the U.S. on the basis of their having experienced state-sponsored torture in their home countries. Finding this current work socially impactful, she can envision herself doing international work of some kind after she receives her doctorate. A long-planned research project is to live in Belfast, Ireland for several months and interview women there about their role in community peacemaking processes. “I’ve always been interested in international peace keeping issues,” she shares.

When her doctoral work is completed, she expects to head to Washington, DC to pursue policy related work there. Having resolved to no longer live according to others' expectations, she consciously rejects an academic career: "I've learned that to continue doing this kind of work, I also have to have a life. I could see myself as a young faculty member in pursuit of tenure and not making time for much else. That's not how I want to be." One outlet for Kelly's very social nature, possibly as a reaction to the relative isolation of her early family life, is bringing together people and resources to create networks and new activities. Two past examples are the student brown bag mentioned earlier and an electronic journal she co-created. She recently employed this talent (for connecting like-minded people) when she introduced two Washington, DC SCRAers – both talking vaguely about wanting to organize a local SCRA network. So it was at her impetus that a DC-area network has been organized. Its members are eagerly anticipating her arrival in Washington, her Ph.D. diploma in hand, to join the group that she was instrumental in creating.
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Prevention and Promotion

Entertainment Education and Multicultural Audiences: An Action and Research Agenda

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There is often a trade-off between the number of people that can be reached by a prevention intervention and the intensity of the experience the intervention can provide. Television can help resolve this dilemma, offering a promising channel for prevention messages (Jason, 1998). Television broadcasts reach vast audiences and have been shown to increase health-relevant knowledge (Brodie et al., 2001), foster healthful attitudes and norms (Kalichman, 1994), and model health-promoting behaviors (Basil, 1996). If the television show is part of an ongoing dramatic series, prevention themes can be developed and reinforced over time. Moreover, embedding a message into a compelling narrative helps make the message salient and memorable (Papa et al., 2000; Waugh & Norman, 1965).

The strategy of leveraging interest in popular media offerings in order to transmit pro-social information broadly has been called Entertainment Education (EE). Pioneered by Miguel Sabido, a Mexican producer of *telenovellas* (a form similar to American soap operas, but with storylines that last approximately six months), the EE approach is consistent with Social Cognitive theory (Bandura, 1986). Serialized dramas using this approach were widely watched, financially successful, and educationally effective in Mexico (Singhal & Rogers, 1999). The Sabido method has been adopted in developing countries around the world, prompting changes in health behaviors as well as their psychosocial antecedents (Rogers, Vaughn, Swalehe, Rao, Svenkernd & Sood, 1999).

In broad outline, the Sabido method involves waiting until audience interest is well established before introducing the prevention message. Then, over many episodes, one character heeds the prevention message and meets with good fortune, while another character ignores the message and faces punishing consequences. A transitional character, one with whom viewers can identify, faces barriers to engaging in the health behavior but surmounts them and is rewarded in ways that are culturally valued.

There are major obstacles to employing the Sabido method in the United States, however, not the least of which is the prohibitive cost of television air time. In order to insert prevention messages into popular television shows in this country, it has been useful to forge a partnership between public health professionals and Hollywood writers and producers.

Under a contract from the Centers for Disease Control and Prevention (CDC), the Norman Lear Center of the University of Southern California has nurtured such partnerships through a program called Hollywood, Health & Society (HH&S) (<http://www.learcenter.org/html/projects/?cm=hhs>). The program links writers and producers with experts from public health settings who can provide accurate health information and storyline ideas, some of which reflect findings of behavioral research. The two major goals of HH&S are to increase the accuracy of health content in TV storylines and to encourage the inclusion of public health issues in future storyline development. To accomplish these goals, HH&S has created an entertainment industry advisory board, presented panel discussions at meetings of the Writers Guild, presented the Sentinel for Health Award for Daytime Drama, and consulted with writers and producers on a number of storylines. HH&S is now reaching out to programs popular among minority audiences (e.g., daytime dramas and the UPN Monday night shows) and to Spanish language programs. Recent examples of storylines featuring minority characters include "Raul's Diabetes" on *The Young and the Restless* and "Tony's HIV" on the *Bold and the Beautiful*.

Another obstacle to employing the full Sabido method in the U.S. is that shows that are potential vehicles for prevention messages have pre-existing premises, characters and plotlines, many of which are inconsistent with traditional EE. In addition, the EE approach may have to be adapted for use in new entertainment formats and technologies (e.g., rental DVDs) in which viewers have greater control over exposure. It is important to learn whether prevention messages in these contexts can be effective, how they work best, and how to tailor offerings for various risk groups and multicultural audiences.

To gather advice about maximizing scarce EE research resources, the CDC held a conference in May 2000. Mass communication scholars came together to assess existing research and theory on Entertainment Education, identify research gaps, and propose an applied research agenda (see <http://www.cdc.gov/communication/eersrch.htm> for the full report and references).

Conference participants pointed to research showing that televised health messages can bring about positive changes in health-related behavior in this country. In the late 1980's, for example, the Harvard Alcohol Project was able to insert the designated-driver concept into more than 80 television episodes. In combination with network-sponsored public service announcements, these shows sparked significant increases in awareness of and compliance with the dedicated driver message.

Among the research gaps noted during the 2000 conference was a dearth of information about the effects of EE strategies on children eight years of age and older. Participants also saw a need

for new theory and evaluation methods to guide EE interventions in this country. They considered it important to understand (a) the impact of pairing EE messages with structured interpersonal communication, and (b) the effects of multi-channel message integration (e.g., sending consistent messages through the internet and through television). They acknowledged a need to explore the potential for “mixed messages,” given the message-contradicting nature of many entertainment offerings. Finally, they framed specific research questions including:

- How do EE messages influence knowledge, attitudes and health-related practices?
- What levels and types of exposure to EE content are necessary for adoption of pro-health practices?
- What types of television characters are considered credible sources of health information?

Three years later, the CDC once again brought together experts on EE, this time to develop a research agenda for minority audiences. In the U.S., African Americans and Hispanics suffer disproportionately high rates of a whole host of preventable diseases (see <http://www.cdc.gov/omh/AboutUs/disparities.htm>). Reducing such racial and ethnic disparities is one of the two major public health goals in *Healthy People 2010* (DHHS, 2000). EE may be a particularly promising strategy for addressing health disparities because members of racial and ethnic minority groups report watching more television than whites, and are more likely than whites to say that they get health information from television. Minority women are also more likely to discuss what they have seen with others (Beck, Pollard & Greenberg, 2000).

This second conference was held in Santa Monica, California in May 2003. It included not only researchers but also television writers and producers. In a summary report (<http://www.cdc.gov/communication/eersrch.htm>), Murphy and Cody conclude that, although stories that deal with health issues are ubiquitous on television in the U.S., very little is known about their accuracy or their effects on minority audiences. Thus, the primary tasks of the conferees were:

- (1) to determine the specific criteria that should be used to judge the merits of future EE research with respect to both general and minority audiences;
- (2) to generate a list of potential research questions, ensuring that key questions were not overlooked, and
- (3) to prioritize the list.

Some of the top-priority questions are listed at the end of this article.

Descriptions of related lines of research, the types of entertainment programs that target African Americans and Hispanics in the U.S., and the perspective of the entertainment industry were provided to conferees prior to the agenda-setting process. Some of this briefing information is summarized below.

Increasing the Impact of Health-Related Storylines

Health-related storylines can have an even greater impact when paired with a public service announcement dealing with the issue portrayed and/or a toll-free number where viewers can seek additional information. For example, one study (Kennedy, O’Leary, Beck, Pollard & Simpson, in press) showed that providing an 800 number in conjunction with the airing of “Tony’s HIV” resulted in the highest spike in callers to the national AIDS hotline during that calendar year. Likewise, analysis of callers from a PSA that aired following the *Young and the Restless* storyline “Ashley’s

Breast Cancer” showed a much higher percentage of Hispanic and African American callers than usual and a much higher rate of requests for prevention information (Davis & Bright, 2003).

International Experience

Vibert Cambridge, Chair of African American Studies at Ohio University, informed participants that, worldwide, at least 163 EE projects have been launched in recent years, and many have been evaluated. Common health themes in these projects have been family planning, HIV-AIDS and preventable diseases. Lessons learned in one cultural context have been successfully translated and transferred to another context; experiences in South Africa, Ghana and the English-speaking Caribbean could be instructive in reaching Black America. Nonetheless, it is necessary to remember that there is diversity within ethnic categories, as well as between them.

Impact of Rap Music Videos on African American Teens

Teens heavily exposed to rap music videos, compared to those with less exposure, were more likely to engage in an interrelated set of health risk behaviors and adverse outcomes (Wingood, DiClemente, Bernhardt, Harrington, Davies & Hook, 2003). Further exploration of this association in gender, race and age subgroups is needed, as well as investigation of the effects of rap music by groups that incorporate pro-social messages (e.g., Salt ‘n Peppa).

Impact of Mass Media Messages on Hispanic Audiences

According to Rina Alcalay, Professor at the UC Davis School of Medicine and School of Communication, there is evidence that Hispanics pay particularly close attention to television and believe what they see. A recent survey by New California Media showed that 89% of California Latinos say they rely on Spanish language television as their primary source of information. In the past, Spanish language telenovelas have increased knowledge, but few behavior changes have been documented. However, information-seeking behavior increased when the intervention was theory-based and supplemented with interpersonal channels (Alcalay, Alvarado, Balcazar, Newman & Huerta, 1999). A telenovela may be the most appropriate vehicle for emotionally gripping material whereas a fotonovela (comic book) that allows a reader to proceed at his or her own pace may be a better choice to convey complex information.

Impact of TV Movie *Ms. Evers Boys* on African American Audiences

For African Americans, the Tuskegee Study of Untreated Syphilis in the Negro Male, a medical experiment involving 600 African American males in Alabama between 1932 and 1972, continues to create distrust of the public health and medical establishments. Participants in focus groups conducted after a television program dramatized the experiment were found to have incomplete knowledge and to hold mistaken beliefs about what actually took place in Tuskegee (Freimuth, Quinn, Thomas, Cole, Zook & Duncan, 2001). For example, participants believed that the U.S. government actually gave men syphilis in order to study them. The film tended to reinforce participants’ fear of medical research. Programs to increase scientific literacy in the African American

community should be funded, and community members should be given trustworthy assurances that appropriate safeguards are now in place. Otherwise, they may avoid participation in potentially beneficial medical research.

An Introduction to Spanish Language Telenovelas

Telenovelas produced in Latin America are translated into multiple languages and broadcast around the world, currently reaching 500 million viewers, including many U.S. residents. Jaime Escandon, president of Renata Productions, commented that this meant that, "...we are all the same in the end." As in the U.S., ratings drive decisions about content, and maintaining strong viewership is of paramount importance. Programming on Spanish channels in the U.S. is also dictated by time slot, with certain kinds of stories at various hours of the evening, drawing different audiences. Knowledge of these audiences and their motivation for viewing should inform the positioning of health-related messages.

Miguel Sabido emphasized that, when a telenovela creates a demand for a health product or service, adequate supplies of that product or service should be available to viewers. It will be challenging to do that while following a recommendation made by Alejandro Ochoa, Director of Programming and Marketing of Telenovelas for TV Azteca: reach Mexican and Latin American immigrants not through programming on the major U.S. networks, but from "...where they come from."

Additional Industry Perspective

Industry representatives argued that it was difficult to build health messages into comedies, and they communicated a general sense of the importance of genre. For example, soap opera viewers may be looking primarily for escape from reality while talk show audiences may be seeking information. Industry spokespeople explained that they do not see sending health messages as their job. However, they described feelings of personal and professional satisfaction when they were able to incorporate meaningful messages into their work. Writers and producers also appreciated being acknowledged for their prevention efforts and informed about their outcomes.

Overarching Principles and Examples of Priority Research Questions

Panelists in the 2003 agenda-setting conference agreed that EE research with minority audiences should meet certain criteria (e.g., it should be applied, timely and culturally sensitive). They also felt it should also be guided by an awareness of the diversity of cultures and groups and their core values, age and developmental issues, the concerns of key stakeholders such as local communities, the specific media environment in question, work in related disciplines such as psychology, sociology and public health, and the ethical implications of both intended and unintended outcomes.

Examples of research questions that were considered priorities by the group were:

- Under what conditions are unintended effects (e.g., boomerang, confusion, stigmatization) most likely to occur?
- What levels of analysis other than the individual level need be considered?
- What indigenous institutions and practices can help amplify, enhance or reinforce EE efforts among Hispanic and African American audiences?

- What impact will acculturation have on EE effects?
- Finally, there was a strong consensus that minorities must be centrally involved in all aspects of future EE research.

Next Steps

The group felt that EE research with minority audiences deserved additional attention, and that future meetings should involve a wider range of minority media representatives. Group members proposed establishing a network of individuals and institutions interested in promoting EE domestically, and discussed mechanisms for exchanging ideas. Participants called for the identification and training of minority EE researchers, and for concerted and sustained support from funding agencies to answer the questions laid out in the research agenda. The skills and interests of Community Psychologists should enable them to play an important role in this exciting work, and they are encouraged to follow relevant scientific and funding developments.

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News from the Midwest

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Midwestern community psychologists are responsible for organizing two major research conferences: Midwest Eco, which is noteworthy because it has been organized entirely by students for many years, and the SCRA program at Midwestern Psychological Association.

Last year's Midwestern Ecological Community Psychology Conference (ECO), "Development, Strategy & Ethics," was held the weekend of October 10-12, 2003, at the Lindenwood Conference and Retreat Center in Donaldson, Indiana. The graduate students of DePaul University were honored to host last year's ECO conference. With approximately 85 attendees, the conference provided a forum for exchange and dialogue about community-related topics. Participants utilized the theme - Development, Strategy & Ethics - as a springboard for examining how their own work and ideas are impacted by and influence their experiences working in/with communities. The keynote address was given by NiCole Buchanan, an assistant professor at Michigan State University. Invited talks were given by Erinn Green and Kristin Valerius of the University of Cincinnati and Mariolga Reyes-Cruz of the University of Illinois-Urbana/Champaign. The ECO torch was passed to the graduate students at Michigan State University who will be hosting the conference in October 2004. This report on the Midwest Eco conference was contributed by Andrea M. Flynn and Elizabeth V. Horin from DePaul University.

Midwestern community psychologists will once again hold an all-day program at annual meeting of the Midwestern Psychological Association on April 30, 2004. This year's program is being coordinated by Steven Howe (University of Cincinnati) with the help and advice of last year's program chair (Renee Taylor, University of Illinois at Chicago). Bernadette Sanchez of DePaul University has responsibility for the annual evening social at the Berghoff Restaurant.

The program this year includes six roundtable discussions, three symposia and 27 poster presentations. Presenters come from DePaul University, Metropolitan State in Minneapolis, Michigan State University, Northwestern University, the University of Illinois at Champaign-Urbana, the University of Illinois at Chicago, and Wayne State University. In keeping with our profession's mission and values, many other community organizations are represented on the program, including schools, foundations and grassroots organizations.

For detailed program information, please go to <http://condor.depaul.edu/~psych/mpa>.

News from the West
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In terms of current western regional activities, Ken Miller, Bianca Guzman and I are developing a program of events for the Western Psychological Association meeting in April, 22-25, 2004 in Phoenix, Arizona. There is a symposium in the works focused on career pathways for people working as community

Regional News

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Hello to all. There is lots of exciting SCRA happenings to share. But before that I must give another plea to those of you living in the Southeast and the Southwest to get involved and volunteer to be a regional coordinator. It is a good way to get involved with the division at the grassroots level and a perfect opportunity to network with colleagues sharing your geographical identity. We would welcome people either relatively new to SCRA as well as "seasoned" veterans. Those interested in either filling the position themselves or nominating someone else should contact Lorraine Taylor for the Southeast region position (ltaylor@email.unc.edu, phone 919-962-8774) or Susan Wolfe for the Rocky Mountain/Southwest position (swolfe@oig.hhs.gov, phone 214-767-1716).

I would like to thank outgoing regional coordinator Mary Prieto Bayard for her years of service to SCRA in the Western region. I would also like to welcome the new first year regional coordinator in the West - Bianca Guzman from CHOICES in La Puente, CA (dr.bee@verizon.net). Joseph Berryhill (jberrhill@unca.edu) at the University of North Carolina-Asheville has agreed to serve as Southeast region's RC.

The SCRA mini-conference at the annual meeting of the Eastern Psychological Association will be in Washington DC on Friday, April 16, 2004 and will feature a keynote address by Anne Brodsky. The program looks to be an exciting day filled with symposia, paper sessions, roundtable discussions, and a poster session. The RCs will report more specifically on the events in the next TCP Regional News column. Kudos to Joy Kaufman (joy.Kaufman@yale.edu), Rhonda Boyd (rboyd@mail.med.upenn.edu), and Cindy Crusto (cindy.crusto@yale.edu) for what is sure to be a successful program.

psychologists. The presenter for the keynote address has not yet been determined. There will be a SCRA social hour/meeting on the program. SCRA members who are presenting and/or attending WPA should contact Ken, Bianca or myself to network and so that their presentation can be listed in a special SCRA program schedule that will be distributed at the meeting.

There continues to be a group of community psychologists who meet regularly in the Bay Area. The meetings of the Bay Area Community Psychology Network are well attended and vibrant. Ken Miller has been active in meeting with and promoting this group and according to Ken, "The Bay Area Community Psychology Network is alive and well. We meet 2x per semester, have our own listserv, and are just setting up a website. The group continues to be a nice mix of students (grad and undergrad) as well as faculty at various stages of their careers. We're considering opening the group up to anyone from any discipline whose work falls within the realm of community psychology."

News from Europe

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Planning is currently underway for two major community psychology events in Europe, which will take place in the autumn of this year.

The 5th European Congress on Community Psychology, Learning Communities, Empowering Organizations and Quality of Life in a Changing Society, which will take place between 16th and 19th September 2004 in Berlin, Germany, is expected to feature about 90 presentations currently grouped provisionally around the following topics: participation (of patients/clients/ users) in psychosocial and health problem solutions; social representations of communities; learning communities and sustainable social-economic city quarter development; approaches to prevention; methods; violence; counseling, context and networking; civil engagement; diversity; Community building in organizations.

Presentations have been offered from across Europe and the rest of the world. A panel discussion is planned which will bring together six representatives from major regions of the world where community psychology has become well established, including: Asia, Australia, Latin America, South Africa and the USA.

The local organizer of the 5th European Congress on Community Psychology is Prof. Dr. Jarg Bergold, Freie Universitaet Berlin, Institut fuer Klinische und Gemeindepyschologie, Habelschwerdter Allee 45, D-14195 Berlin, Germany (email: bergold@zedat.fu-berlin.de) but anyone is welcome to join in the participatory construction of the conference via the web site www.enpc-congress-berlin.de.

The South West Community Psychology Network will be hosting the next UK Community Psychology Network Conference at the Phoenix Arts Centre, Exeter, Devon, England on Thursday and Friday, 14th and 15th October 2004. The conference theme will be: Challenging Inequalities: What Can Community Psychology Do? The organizing group invites contributions (workshops, posters, presentations) that fit with this theme and would especially welcome contributions that promote thinking about how to take action / learning / research forward together in ways which are empowering and can be understood and appreciated by a wide

range of people. The organizing group particularly invites contributions presented in a creative / participatory way and would like to encourage contributions from members of as broad a range of communities as possible: non-psychologists as well as psychologists, trained, in training, not trained and would be glad to receive offers to present work/ theory / research in progress as well as completed work. Ideas, suggestions and questions can be sent to the organizing group via Annie Mitchell at School of Psychology, Washington Singer Building, University of Exeter, Exeter EX4 4QG, UK (a.mitchell@exeter.ac.uk)

School Intervention

Bullying in Schools: How Can the ACT Against Violence Project Help?

Milton A. Fuentes, Montclair State University
Julia Silva, American Psychological Association

In response to the school shootings at Columbine and other schools throughout the United States, the Department of Secret Service and the Department of Education launched a nationwide investigation to understand school-based attacks and explore how future attacks could be prevented. This special collaboration culminated with the publication of the *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. While the investigation yielded no accurate or useful profile of school attackers, it did reveal the key finding that many of the attackers felt bullied, persecuted or injured by others prior to the attack. The team of researchers strongly encouraged ongoing efforts to prevent bullying in schools throughout the United States.

Just how common is bullying in U. S. schools? According to a study sponsored by the National Institute of Child Health and Human Development – NICHD (2001), bullying is widespread with more than 16 percent of school children reporting other students had bullied them. Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt (2001) surveyed 15,686 students in grades 6 through 10 in public and private schools throughout the United States and found that 29.9% of the sample had been involved with bullying. Specifically, 13.0% of the students reported being bullies, 10.6% reported being bullied, while 6.3% reported being both a bully and bullied. The study also revealed that males were more likely than females to be both perpetrators and targets of bullying. The occurrence of bullying was higher among 6th- through 8th-grade students than among 9th- and 10th-grade students. Both the perpetrators and the targets of bullying experienced poorer psychosocial adjustment (Nansel et al., 2001).

What exactly is bullying? According to Olweus (1993), a well known researcher and expert in the field, bullying is aggressive behavior that is intended to cause injury and distress, occurs repetitively over time and transpires in a relationship in which there is an imbalance of power or strength. Bullying is normally divide into three common types- verbal bullying (e.g., taunting, teasing, name-calling), physical bullying (e.g., kicking, punching, shoving) and psychological or non-verbal/non physical bullying (e.g., threatening, obscene gestures). While bullying is commonly associated with an perpetrator and a target, Gross (2002) promotes

a broader understanding of bullying by introducing the notion of a bystander. Since a majority of bullying instances occur in the presence of other individuals, Gross claims that we are all either bullies, bullied, or bystanders. Craig and Pelter (1997) found that the bystanders in their study joined in the bullying, observed passively or actively tried to stop the bullying.

Bullying is aggressive behavior that is intended to cause injury and distress, occurs repetitively over time and transpires in a relationship in which there is an imbalance of power or strength.

How can bullying be addressed? In May 2002, the American Medical Association hosted an Educational Forum on Adolescent Health, where physicians, psychologists, health educators, and other professionals met to try to answer this question. The forum, which focused exclusively on youth bullying, brought together leading experts in the field to present relevant research, discuss related problems, offer various solutions and identify areas for further research. One of the programs highly lauded at the forum for effectively addressing bullying was the Olweus Bullying Prevention Program. The Olweus Bullying Prevention Program, a Blueprints model program, is widely recognized and utilized throughout the world. This multilevel, multi-component school-based program targets students in elementary, middle and junior high schools. Intervening at three levels, the school level, the classroom level and the individual level, the program attempts to restructure existing school environments by reducing opportunities and rewards for bullying. Program evaluation efforts have consistently yielded powerful and impressive findings. The program has been shown to result in: a substantial reduction in reports of bullying and victimization; a considerable reduction in students' reports of general antisocial behavior such as vandalism, fighting, theft and truancy; and noteworthy improvements in the social climate with students reporting more positive social relationships and more positive attitudes toward schoolwork (Olweus, Limber, & Mihalic, 1999).

Bullying has become a serious public health problem which merits serious and immediate attention. Because bullying occurs predominantly in schools, it is incumbent upon school officials to take steps toward addressing and preventing it. However, expecting schools to address this problem alone is completely unacceptable. As noted by Limber (2003), school efforts are usually greatly enhanced when parental and community support are available. Thus, fine programs like the Olweus Bullying Prevention Program may be greatly enhanced by initiatives which include parents and community members. One such prevention program which has recently captured the country's attention is the ACT Against Violence Project.

One of only a few violence prevention programs that focuses on early childhood, *ACT—Adults and Children Together—Against Violence* is a national anti-violence initiative that emphasizes the vital role that parents and other adults can play in providing a learning environment for young children that helps to protect them from violence and injury. Developed by the American

Psychological Association (APA) in collaboration with the National Association for the Education of Young Children (NAEYC), the program is based on research findings that demonstrate that early childhood is an important time for learning, that most violent behavior is learned—often early in life—and that adults can play an important role in preventing violence in the lives of children. *ACT Against Violence* is an intervention that focuses on young children by targeting key adults (e.g., parents and professionals), who raise, educate, and provide care for them.

True to the guidelines outlined in the Centers for Disease Control and Prevention (CDC) publication *Best Practices of Youth Violence Prevention* (Thornton, Craft, Dahlberg, Lynch, & Baer, 2000), the ACT Training Program is a social-cognitive intervention that is based on the following assumptions: violence results in part from an individual's lack of problem-solving and social skills needed to deal with conflicts; children learn by observing and imitating adults and others; if children learn social skills, they can improve their ability to avoid becoming involved in aggressive and violent situations; and, adults can learn to model and teach social skills that will help children deal with their social relationships in a non-aggressive way.

The critical role of families has been consistently acknowledged by child development theories and there is mounting evidence that effective parenting reduces youth problems (Kumpfer & Alvarado, 2003). Effective parenting, consisting of positive discipline, adequate monitoring and supervision, and modeling of positive social skills, can serve as a powerful protective factor. In focusing on the early years, the ACT program underscores two critical strategies: the importance of having early intervention/primary prevention as part of interventions, and strengthening parenting skills as a way to influence children's behaviors and prevent violence.

Other adults are targeted through The *ACT National Training Program*. The program's goals are to: (a) make early violence prevention visible in the community, and (b) educate adults about their important role in creating healthy and safe environments for children that will protect them from violence. ACT addresses early violence prevention through capacity building and community involvement. Professionals from a variety of agencies and functions who work with families and young children participate in a 3-day workshop that prepares them to disseminate to adults in their communities evidence-based information and skills on positive child development, the development of aggression, anger management, social problem solving, parenting and alternatives to physical discipline, and media literacy.

Through the ACT Program, APA makes a unique contribution by giving adults the knowledge, skills and abilities needed to prevent violence in the lives of our children. To learn more about ACT, please visit www.actagainstviolence.org, or contact Julia Silva at jsilva@apa.org.

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consumer advocacy at individual and systems levels. They work closely at partnering with other advocates and mental health agencies, and have been an important voice in the development of services to consumers (i.e., the term preferred locally to identify persons who use mental health services). One of the most salient characteristics of SC-SHARE is the predominance of recovered or recovering mental health consumers at all levels of the organizational structure, in a way that rises well above tokenism. In addition to these activities, SC-SHARE also sustains a network of recovery support groups across the state. In these groups, and in the other varied activities of SC-SHARE, a common conceptualization of recovery is used:

“[Recovery is] a deeply personal, unique process of changing one’s attitudes, values, feelings, goals, skills, and/or roles. It is a way of living a satisfying, hopeful and contributing life even with limitations caused by an illness. Recovery involves the development of a new meaning and purpose in life as one grows beyond catastrophic effects of mental illness”(Anthony, 1993, 19).

The establishment and coordination of this network of mutual support groups has been one of SC-SHARE’s biggest accomplishments. The story of how the network was established and why it continues to experience success and growth illustrates the value of mutual support groups to promote social change. About 5 years ago, SC-SHARE discovered that many of the support groups meeting around the area were primarily social and fellowship related, but were not particularly effective in using mutual support processes to help consumer participants reach their goals of recovery. Using the definition of self-help/mutual support presented in an earlier installment of this column (Kloos, 2004), the groups were not intentionally addressing a common life problem. Instead, they might better be described as a naturally occurring social group, without a deliberate, goal-oriented structure. Bonnie Pate explains that this atmosphere meant that while these groups may have been meaningful to consumers, recovery work was not being done effectively. The essential self-help elements of group process, thematic structure, and guided testimonials were missing. Hence, the potential of these groups to foster sustainable change in members’ lives was not being met.

However, Bonnie and other SC-SHARE leadership, saw these existing groups as a potentially fertile area for intervention, and made it the organization’s mission to build on them in order to establish a larger network of well-functioning and effective recovery support groups around the state. In 2000, in order to accomplish this vision, SC-SHARE secured a Federal Consumer Network grant and created a recovery-training workbook called *Recovery for Life, Helping Others Help Themselves*. By drawing from personal experience surrounding the power of mutual support, the leaders at SC-SHARE designed their supported lessons to emphasize the possibility of recovery from serious mental illness. Additionally, they knew that an effective mutual support process had to involve deep human connection over shared experiences, and that a spiritual component was a key ingredient for effectiveness. In designing the *Recovery for Life* program, SC-SHARE sought to incorporate these essential characteristics of successful mutual support into their recovery and support training.

SC-SHARE quickly found that the workbooks they distributed to mental healthcare sites were not sufficient by themselves to promote the new concept of recovery in the state. They created a strategy of staff and consumer focused training workshops to introduce the books and initiate discussion about how taking a

Self-Help/Mutual Support

Column editor’s note: *Annie’s reflections provide fresh consideration of the common interests between mutual support, community psychology, and social change. They also illustrate how individual actions in the face of oppression can be as radical as broad efforts to change systems, especially when they are linked.*

A New Student to Mutual Support

Annie Wright
University of South Carolina

As a student of Community Psychology who has recently been introduced to the world of self-help and mutual support groups, I am intrigued by their effectiveness in affecting sustainable change in participants’ lives. As I am learning more, I am also realizing the unique potential of such groups to affect change in healthcare delivery systems as well. In trying to sort out these mechanisms and effects, I turned to Bonnie Pate, director of a consumer operated mutual support organization called South Carolina SHARE. She shared with me her some of her experiences during her five year tenure as director. The focus of this column is the potential of her insights regarding the successes and challenges of this mutual support organization to inform other social change efforts.

SC-SHARE, based in Columbia, SC, is a mutual support organization that seeks to advocate for mental health consumers across the state. They have a multi-layered agenda and mission statement, involving the promotion of self-help, recovery, and

recovery orientation changes personal and professional practices. *Recovery for Life* has developed into a ten-lesson self-help program, designed for guided use with a group or for individual usage. SC-SHARE is now responsible for more than 70 *Recovery for Life* groups that currently meet around the state—and are excited about their first, upcoming, out-of-state trainings. Perhaps most telling of the success of the *Recovery for Life* initiative has been the response of consumers who go through the training themselves and subsequently volunteer to guide others through the recovery process. SC-SHARE actively identifies and recruits participants who can become peer educators for the Recovery for Life Program, with hopes that

“these peer educators can then take this program back into their communities to share the message of recovery with others...[and] that human connections within the groups will serve to provide the hope, energy and support we need to reach our highest potential” (SC-SHARE, 2003).

Students of empowerment and empowering organizations will recognize the process of creating a need and social role for consumers taking on leadership positions. That is, the promotion of leadership development is critical for this change strategy to work. It also highlights how attention needs to be paid to the cycling of (human) resources in a particular ecology to promote sustainability and dispersion of change efforts.

Throughout the process of establishing their mutual support network, and continuing as recovery training grows around the area, Bonnie has been guided by the knowledge that “the power of a self-help group is that I’m

not shamed, I’m not scolded, I’m not told what to do—people just make suggestions about how *they* did it.” Bonnie believes that the shame attached to a problem such as substance abuse or mental illness seems to fade when one finds themselves in a room of other individuals who have been in similar

circumstances. Consumers begin to look around them and see not only that the others in the room are ok, but that they are there to share their experiences and to give insight into how to solve some shared, core problems. Consumers begin to see the group as a constant in their chaotic lives, and rely on this alternative setting to achieve peace of mind. As recovery continues, consumers begin to realize their ability to help and guide others who are at earlier stages of their own recovery. Being a consumer led organization comprised of individuals who have themselves experienced the power of mutual support, SC-SHARE has recognized that there is some “magic” to the connection and subjective support that is created within the context of these groups.

As is true with so many organizations’ experiences, the story of SC-SHARE is not without challenges. In addition to their recovery support group agenda, SC-SHARE serves as a community-based advocate for consumer needs at multiple levels. Given the wide net SC-SHARE has cast in their advocacy efforts, they tend to face challenges at both the individual and the environmental level of their efforts. For instance, one of the largest obstacles SC-SHARE faces lies in trying to convince some consumers that embarking on a recovery journey is worth the effort. Bonnie believes that the

Consumers begin to see the group as a constant in their chaotic lives, and rely on this alternative setting to achieve peace of mind.

American mental healthcare delivery system has created a too many needlessly victimized individuals—people who have been made to feel helpless, and therefore hopeless, because they have grown accustomed to having life choices dictated to them, or simply having everything done for them. Repeatedly, SC-SHARE sees individuals cautiously enter a recovery process, but begin to stabilize and take on peer-leadership positions as their confidence grows. They believe that the transformation of these individuals lives will help lead to a transformation of the mental health system. In spite of these successes, they also know how many individuals who would benefit from participation in an effective mutual support group in South Carolina are not receiving this type of service.

A second set of obstacles SC-SHARE faces in bringing recovery and increased quality of life to mental health consumers in South Carolina are the structural inequities experienced by many mental consumers. SC-SHARE sees the biggest barriers to recovery for most of the consumers they serve to be transportation, followed by literacy and poverty. These elements, while hindering quality of life for anyone, exacerbate the effects of mental illness, fostering hopelessness, and undermining meaningful recovery. This attention to environmentally based social problems that translate into stalled or restricted recovery processes for individuals are of particular concern to community psychologists. The manner by which SC-SHARE targets systemic barriers highlights the potential of their advocacy efforts to influence social conditions that sustain problems for a variety of disadvantaged individuals, not just those affected by serious mental illness.

For SC-SHARE, addressing these and many other environmentally based problems largely involves collaboration with and challenging local and state government. As many with advocacy experience know, working to change entrenched systems can be extremely challenging. When asked how SC-SHARE attempts to affect systems change, Bonnie answered simply, “constantly pushing.” This pushing takes the form of getting SC-SHARE’s collective opinions heard, loudly and clearly, whether in the state legislature, the local editorial pages, or the boardrooms of mental health agencies across the area. One thing SC-SHARE is currently pushing for is the hiring of consumers in other organizations that serve this population (e.g., Medicaid reimbursable peer providers within the mental health system of SC). Tying this goal to systems change, Bonnie believes that the way to reform government-based mental health administrations is from the inside out—that is, to ensure that recovered or recovering consumers have meaningful roles and positions within these agencies. Accomplishing this goal will require continuing advocacy on behalf of consumers. SC-SHARE is collaborating with other advocates to address the flip side of this goal: training consumers in the necessary social and professional skills to succeed in a variety of work places.

The story of SC-SHARE, in its promotion of self-help and recovery at multiple levels of analysis illustrates to me the flexible boundaries of effective self-help/ mutual support organizations. In coming to understand more about organizations such as this one, I am beginning to see their service not only the individuals that attend their groups, but also their effects on larger systems. In the examples Bonnie provided for me of SC-SHARE, their advocacy work is causing other large local agencies to tailor their service delivery systems to better fit the needs of consumers. Further, in the context of community research and action, I am becoming more and more convinced of the merit of working to understand the perspectives and experiences of leaders of self and mutual support

organizations. Their insight can both validate the directions our research has taken and can inform future intervention.

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Social Policy

Science Policy – What We Do And How We Do It

Geoffrey Mumford
APA Director for Science Policy

When Steve Howe invited me to contribute a column for the *Community Psychologist* with the goal of highlighting some advocacy success stories, my first thought was “Great opportunity!” and my second was, “I hope his readers realize success is relative.” But in truth, that’s the way we often have to frame our progress in a world that’s frequently dominated by three steps forward and two steps back. Here, I’ll try to provide you with a flavor for what we do on the science policy front in hopes of stimulating your interest in, and input on, science advocacy issues.

You may or may not know that across APA’s four Directorates, there are basically two sets of government relations staff: one that works on behalf of the Practice Directorate (the Government Relations Office, GRO) and another that works jointly on behalf of the Science, Education, and Public Interest Directorates (the Public Policy Office, PPO). The two separate offices evolved to support the differing advocacy agendas of private practitioners (represented by GRO) and whatever camp the rest of us fall into (captured by PPO). Of the two dozen or so Public Policy Office staff, five of us work on science policy issues. Our broad mandate is to serve as liaisons between Congress and a variety of federal agencies that support and/or use psychological research. The Science Policy staff work closely with the Science Directorate, but because we are also part of the Public Policy Office, we are jointly supervised by APA’s Deputy CEO, Mike Honaker and the Executive Director of the Science Directorate (as of next month, Steve Breckler). We receive further guidance on our portfolio of activities from the Board of Scientific Affairs and the Public Policy Advisory Committee (a subcommittee of the Board of Directors). Ok, enough governance— what do we actually do?

The Public Policy Office was created because the programmatic lines we draw for ourselves here within APA don’t necessarily map onto the programmatic issues of concern to Congress or the federal agencies with which we interact. So as you might expect, complicated social issues like education reform, substance abuse treatment or reducing school violence each involve many congressional subcommittees, federal agencies, APA Divisions, and a blend of input from science, public interest and education staff. We have to work together as an office so that we

can optimize our contact with Capitol Hill and present a united front in our outreach to the Executive branch.

Science Policy staff have adopted four general goals as guidelines for our advocacy initiatives. So let me use the rest of the column to review those goals, provide some examples, and try to provide some context for how we do our jobs.

Enhancing Psychological Research Funding. We work to ensure that psychological research has multiple funding homes within the federal research infrastructure. The National Institutes of Health and National Science Foundation as well as the Department of Defense, Department of Education, Department of Veterans Affairs, Department of Transportation, and the National Aeronautics and Space Administration are primary funding sources for psychological research. We work with other Public Policy Office staff on improving research opportunities in other federal agencies such as the Centers for Disease Control and Prevention and the Agency for Health Care Research and Quality. This advocacy takes two main forms. First, we lobby Congress to increase the amounts of money appropriated to the agencies’ research budgets, and then to increase specifically the behavioral research budgets in those agencies. So for example last year we requested and received three separate witness slots to provide oral testimony before the House appropriations subcommittees that oversee the funding for most of the agencies named above. Second, we work directly with the funding agencies to shore up the infrastructure for behavioral research (e.g. staffing and resources), and ensure that psychologists are part of the decision-making process within research funding agencies. For example, the Office of Behavioral and Social Sciences Research at NIH was born from a coalition effort that included APA, and now enjoys a \$28 million dollar budget and helps coordinate behavioral and social science research across NIH. By the latest figures available that’s an important role because NIH funds approximately 75% of all federally funded psychology research. But the programmatic infrastructure for behavioral research is still in flux in many areas (and it’s not all good news) which means we’ll always have our work cut out for us. For example, an attempt to resuscitate basic animal learning research within the biological sciences directorate at NSF appears to have failed, despite the best efforts of APA and other organizations to try and salvage it. Further, concerns are mounting that basic behavioral research that can’t be directly tied to mental illness may fall by the wayside at NIMH. But to end this section on a high note, the National Human Genome Research Institute, one of the newest NIH institutes, has taken a significant interest in behavioral research. Not only has NHGRI established a behavioral research branch in its intramural program, it is increasing staff in its ELSI (Ethical, Legal and Social Issues) Program and recently hired APA member Vivian Ota Wang.

Strengthening the scientific infrastructure. We work to ensure that APA members have a voice in establishing peer review systems and regulations that affect the conduct of scientific research. With federal and private commissions monitoring and recommending changes in the regulations to protect human participants in research, we work with the Science Directorate to ensure that psychology has a voice in any changes. Several high profile media reports over the past year and a half suggested that the selection of scientific advisory panel members had become more politicized within the current administration. At least one scientist affected was a well-respected APA member. When we learned that the minority members of the House Science Committee had launched an investigation on that issue with the General

Accounting Office (GAO), APA worked to gain assurances from GAO that APA members (and any other scientists) with first hand knowledge of such political vetting could report it anonymously. Further we collected background material on evidence of such vetting that served as a sourcebook for a meeting of the National Academy of Sciences at which APA CEO Norman Anderson was invited to testify alongside the former Science Advisors to Presidents Nixon, Bush Sr. and Clinton. The NAS meeting promoted the ideal that such advisors should be vetted based solely on their scientific credentials. The aforementioned GAO report will be released April 16, and we continue to receive requests to consult with the National Academy of Sciences in a follow-on study to commence this spring entitled "Science and Technology in the National Interest: Ensuring the Best Presidential and Advisory Committee Appointments — 3rd Edition". The study will identify principles that should guide appointments of scientists and engineers to federal advisory committees (among other issues).

Sharing psychological research with policymakers. We support this goal by bringing researchers to Capitol Hill to communicate with their legislators, advocate for psychological research, and share research results that may inform policymaking. In some cases, congressional staff with whom we have earned trusted relationships, ask our help in identifying expert witnesses who can testify on the scientific bases of important social policy issues. Examples include human-technology interactions in election reform, tobacco control policy, human error in the Columbia tragedy and, as we go to press with this column, youth suicide prevention. We will continue to use our resources to conduct a range of briefings and other events to help educate Congress and other policymakers. For example in the aftermath of 9/11, we've held briefings on Capitol Hill related to the scientific bases of effective risk communications and disaster preparedness. Further, we're continuing a range of outreach activities to sensitize law enforcement and intelligence personnel to the negative influence of investigational bias, stereotyping, coerced confessions and the cross-cultural limitations on detecting deception. These are important exercises because as the U.S. continues to respond to terrorist threats, psychological research can help guide the formation of new systems and the adoption of policies ranging from the selection tests used to identify better airport screening personnel to the allocation of mental health resources following an act of terrorism. The US invasion of Iraq has highlighted a range of issues related to recruitment, retention, training and support of military personnel and their families. And as the conflict appears unlikely to end soon, we will continue to use this opportunity to raise awareness of the value of research in protecting military personnel as well as ensuring their mental health and that of their families.

Increasing the ability of APA psychologists to advocate for their discipline. We support this goal by disseminating information about federal actions that affect APA scientists. Prime examples, and in fact the ones that may have led to this column, were the action alerts we issued around the remarkable attempt to defund 5 peer reviewed NIH grants because they dealt with sexual health research. The effort, couched as an amendment to the NIH appropriations bill, was led by Rep. Patrick Toomey and spurred the academic science community in general, and the behavioral science community in particular, into action. Thanks to the leadership of science policy staff and the many individual APA members who responded to our action alerts, we can count the defeat of that amendment as an APA-led success story. However, the really frightening aspect of that episode was the 2-vote margin

of success: 210 Members voted *for* defunding the grants and 212 Members voted *against* defunding the grants. Our collective sigh of relief didn't last long before reality set in and we recognized how fragile this victory was. Fortunately, the threat of a similar amendment in the Senate never materialized. However, in anticipation of the extraordinary partisanship that dominates election-year politics, Science Policy staff geared up to create a new coalition dedicated to defending controversial research on the merits of peer review. Co-chaired by APA's Senior Legislative and Federal Affairs Officer, Karen Studwell, the Coalition to Protect Research (CPR) has garnered the support of 45 organizations. As this column goes to press CPR leaders are finalizing preparations for the first in a series of briefings on Capitol Hill. Entitled "Lost in Translation: Public Health Implications of Sexual Health Research" the briefing will feature two renowned APA psychologists as presenters and a third, AAAS CEO Alan Leshner, as moderator. Subsequent meetings of the coalition will offer opportunities for some of the scientists, whose research was directly targeted as part of a broader "hit list", to come to DC and meet not only with the coalition but also directly with congressional staff to explain the importance of their research. In addition, a web-based petition is under development that soon will allow the public an opportunity to pledge their support of peer-reviewed research. The results of that petition-drive will serve as yet another useful advocacy tool should Congress attempt to interfere with the peer review process again. This is but one example of an APA-led effort to stimulate and nurture grassroots advocacy. We formalize the process periodically with dedicated Science Advocacy Training Workshops wherein a dozen or so scientists are brought to DC to learn about advocating for psychological research. Previous workshops have been organized around funding agencies (e.g., support for NSF, NIH or DoD-funded research) research themes (e.g., tobacco control research, science and math education research, aviation safety research) and research infrastructure (e.g., threats to school-based survey research, the value of animal research; children's interaction with technology). Individual scientist-participants are strategically selected not only because they are experts in a given field of research but also because of their representation in Congress. Developing these networks of scientists who are also constituents of key Senators and Representatives is one way that we continue to enhance the leverage of our relatively small staff.

And perhaps that is as good a place as any to segue into your role. I monitor several Division listservs and I'm routinely heartened by the traffic that comes across the Division 27 list. At a time when federal science budgets are being squeezed by tax cuts and the cost of war, funding agency officials and members of Congress are being asked to justify the value of the research they support. There are new calls at many levels to make sure that

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science is useful and used, and translating research into real world benefits has become a rallying cry. Those of you who conduct research in community settings are in the right place at the

right time and we would welcome your input on the range of social policy issues that should be informed by your research. We're aware that Division 27 has an active Social Policy committee, have

enjoyed working with individual Division 27 members before, and imagine there are a number of natural collaborations for us to consider working on in the future.

As much as we want to be informed by you, we also want to keep you informed of what we do. For the last two years, we've been producing an electronic newsletter called SPIN (Science Policy Insider News) that's meant to provide highlights of our science policy initiatives as well as events taking place "inside the beltway" which you may not hear about otherwise. Unfortunately, although the newsletter is routinely distributed to all APA Divisions and listserv administrators, it often stops there. The good news is you can guarantee you'll receive your own copy by subscribing to SPIN on our Science Policy webpages and we would encourage you to do so (<http://www.apa.org/ppo/spin/>).

Website: <http://www.apa.org/ppo/scippo.html>

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Student Issues

Omar Guessous and Sawssan R. Ahmed
SCRA Student Representatives

Call for Papers- Fall Issue of *The Community Student*

Please consider writing a paper for *The Community Student (TCS)*! *TCS* is published twice a year and features articles written by students about their experiences, research and insights in relation to psychology as a whole, and community psychology in particular. At this point, we encourage you to begin emailing us ideas for

articles for the **Fall 2004** edition of *The Community Student*. The deadline for paper submissions is **July 15th, 2004**.

The Community Student is a great way to share your insights and experiences with other SCRA members. It's also a great way to add a publication to your curriculum vitae! Articles should be between two and four pages long, single-spaced, and can be submitted electronically to Sawssan Ahmed at sawssan@wayne.edu. Please contact Sawssan for additional information.

AJCP Special Issue on Student Research

At the January meeting of SCRA's Executive Committee, Dr. Bill Davidson (editor in chief) and others proposed that we investigate the option of publishing a special issue of the *American Journal of Community Psychology* (AJCP) that focuses on student research and that features papers that students are first-authors on. AJCP, which is SCRA's primary journal, is a highly-renowned and prestigious peer-reviewed journal. Such a special issue should therefore prove an unusual and priceless opportunity to student members of SCRA.

At this point, we need to hear from you: would you be interested in submitting a paper for such a special issue? If so, what research area would your paper speak to? Please email Omar (oguessous@comcast.net) and Sawssan (sawssan@wayne.edu) promptly with ideas, so that we may gauge interest in such a venture!

Call for AJCP Reviewers!

Last year, a call was issued in these pages for students to sign on as reviewers for the *American Journal of Community Psychology* (AJCP). Thirteen of you took advantage of this opportunity, and have since then reviewed a number of submissions to this journal. Again, our thanks to Dr. Bill Davidson for enthusiastically encouraging such involvement.

If you are interested in becoming a reviewer for the journal, email Omar (oguessous@comcast.net), and please specify what your areas of interest and expertise are. We will promptly forward your inquiry to AJCP.

Special Issues Graduate Research Grant

This grant is specifically devoted to supporting pre-dissertation or thesis research in under-funded areas of community psychology. This year's grant focuses on funding research in one of three areas: 1) sociopolitical development; 2) under-studied populations in community psychology; or 3) public policy. Grantees are awarded \$500.00 for one year. Applications for the award are due by **July 1st, 2004**. Please see the RFA printed in this issue of TCP for guidelines on submitting an application. If you have any questions, please contact Sawssan at sawssan@wayne.edu.

Please note that a preliminary research report by last year's recipient of the Special Issues Grant – Carmen Luisa Silva Dreyer – is included in the attached Spring edition of *TCS*.

Student Travel Awards to the 2004 APA Convention

We are happy to announce that we will be awarding travel awards worth \$150.00 each to three students to off-set expenses related to attending this year's APA Annual Meeting in Honolulu, Hawaii, July 28th - August 1, 2004. Please see the Winter 2004 issue of TCP for the application for the award. Alternatively, you

can request an electronic copy of the application from Omar by emailing him at oguessous@comcast.net. Applications must be received by **May 1st, 2004** to be considered for a travel award. To apply, please complete the application and submit it to Omar by email or via postal mail.

Student Activities at the 20034 APA Convention

This year's APA Annual Meeting will take place in Honolulu, Hawaii from July 28 to August 1, 2004. We are currently planning a student social hour at the convention, to be hosted in the division's suite. Please watch the division listservs for information on the exact day, time, and location of this event. Additionally, the annual student poster-judging contest will again be taking place at this year's APA convention. If you are presenting a poster during the division's poster sessions, you are automatically entered into the contest. A panel of judges will rate the quality and clarity of student posters. The student who wins the contest will receive a certificate and formal recognition in TCP.

Summary of Deadlines for Student Opportunities

<u>Grant/Opportunity</u>	<u>2004 Deadline</u>
APA Student Travel Awards	May 1 st
SCRA Special Issues Student Research Grant	July 1 st
<i>The Community Student</i> , Fall '04	July 15 th

Sign on to the SCRA Student Listserv!

The SCRA student listserv is a forum to increase discussion and collaboration among students involved and interested in community psychology. It is also a great place to get information relevant to students, such as upcoming funding opportunities and job announcements. To subscribe to the listserv, send the following message to listserv@lists.apa.org:

SUBSCRIBE S-SCRA-L@lists.apa.org <first name> <last name>

Messages can be posted to the listserv at: S-SCRA-L@lists.apa.org. If you have any questions or need help signing on to the listserv, please contact Omar at oguessous@comcast.net.

Women's Issues

"Talking Back": Sexual Harassment and Racialized Sexual Harassment

Vivian Tseng
California State University, Northridge

This essay comes out of conversations I've had recently with female colleagues, friends, and students about their experiences with sexual harassment and its intersection with racial and ethnic harassment and discrimination. Through these informal conversations, I've discovered that almost all of us have stories about male peers, advisors, and colleagues who made unwelcome sexual comments, sexual innuendos, and sexual propositions, and engaged in inappropriate physical contact with us, our female

students, and our female colleagues. I have been surprised and shocked by the frequency with which these stories have emerged (albeit in my non-random sample). What has surprised me even more than the frequency of these stories, though, is the remarkable *silence* on these issues, even among women ourselves. The problem with silence as Wildman and Davis (2002, p. 89) have argued is that "when there is silence, no criticism is expressed. What we do not say, what we do not talk about, allows the status quo to continue."

My goal with this column is to "surface" the issue of sexual harassment within our universities and workplaces, programs and departments, and discipline. My suspicion is that many of us, feeling the sting of humiliation, degradation, anger, frustration, solitude, and fear have contributed to the silence. The feminist and civil rights movements encouraged women to frame our experiences of the "personal as the political." As I've drawn linkages between my personal experiences and that of other women, I've begun to recognize the political context for our experiences of sexism and racialized sexism in the workplace. My hope is that we will take back our workplaces by breaking the silence and finding support for our right to work in environments free of harassment and discrimination. Let me state clearly and upfront that I am *not* an expert on sexual harassment, and my goal is not to provide a complex legal and academic analysis of sexual harassment. My goal is more practical – simply to open up discussion – what is sexual harassment and racialized sexual harassment, what impact does it have, what contributes to it, and how women can resist its domination.

Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. According to the Equal Employment Opportunity Commission (2004), sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature...when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man.
- The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome."

In fiscal year 2002, over 14,000 cases of sexual harassment were filed with the Equal Employment Opportunity Commission (federal agency) and the Fair Employment Practice Agencies (state and local agencies). Of those cases, 85% of the charges were filed by women. Across various studies of college students, between 13% and 64% of undergraduate and graduate students report experiencing verbal sexual advances, physical advances, and sexist remarks about their clothing, body, or sexual activities *from a professor* (King & Miller, 2004). King and Miller's (2004) review of the literature suggests that the most common form of harassment

is gender harassment (i.e., “verbal and nonverbal behaviors not aimed at sexual cooperation but that conveys insulting, hostile, and degrading attitudes about women”), followed by unwanted sexual attention (i.e., “verbal and nonverbal behavior that is offensive, unwanted, and unreciprocated”), racialized sexual harassment (i.e., “sexual harassment based on undertones associated with racial stereotypes”), and sexual coercion (i.e., “extortion of sexual cooperation in return for job-related considerations”). In their study of almost 800 students of color at an urban multi-ethnic university, King and Miller (2004) found that 60% of their sample had experienced gender harassment, 38% unwanted sexual attention, 36% racialized sexual harassment, and 9% sexual coercion – all from *professors*.

When I began to talk more openly about sexual harassment, stories came pouring forth from other women. They ranged from sexual comments made by male supervisors (i.e., “Did you get lucky at that bar?” “Are those your f***-me boots?”) to physical contact (i.e., pulling up a woman’s coat to look at her butt, placing a hand on a woman’s neck and holding her by it, kissing female graduate students on the lips) to sexual coercion (i.e., demanding a sexual relationship, coercing a woman to get into her hotel room, etc.). Women have been afraid to go into mailrooms; women have changed their paths in walking through hallways so as to avoid their offenders; women have been afraid to enter their office buildings. One woman told me she was so anxious that her hair began to fall out. I have witnessed women who are pillars of strength be reduced to feelings of belittlement and shame by sexual harassment. One woman – a self-identified feminist – stated that although she knew the harassment was not related to what she wore, she nevertheless found herself spending an extra few minutes getting dressed every morning to make sure that her clothes effectively hid her body.

After I heard these stories, I realized that these were not “new” stories. Rather these stories resonated with those I had heard throughout college and graduate school. I began to remember the comments and looks that had made my female peers and I squirm with discomfort, made our jaws drop, made us lower our heads or look away with embarrassment. I had not realized *then* that those behaviors were forms of sexual harassment. I had not had a name for those comments or leers made in an educational setting nor for the hostile environment that was created by the repetition and institutional acceptance of those comments. I had not realized that sexual harassment did not necessarily involve sexual coercion or “quid pro quo” forms of sexual harassment. I had undoubtedly gotten that (mis)perception from tv dramas or Hollywood movies. What I have come to realize is that sexual harassment includes “hostile environment” as well as sexual coercion. What I have come to realize is that we have the *right* to work in an environment that is free from “intimidation, ridicule, and insult” based on sex, race, religion, or national origin. I’m not quite sure why these realizations were so long in coming to me. Perhaps because I had not yet connected these experiences to a larger structure of oppression. Perhaps because I had been socialized to accept these as everyday incidents of sexism.

Racialized Sexism and Sexual Harassment

As women of color, we struggle with the racialization of our sexuality and our womanhood. Our experiences of gender are intertwined with our experiences of race and ethnicity in a racist U.S. society and in a global world dominated by U.S. and Western European cultural, economic, and military power. Research on sexual harassment has centered on the experiences of White

women. For African American, Latina, Native American, and Asian American women, however, the racialized construction of our sexuality and womanhood suggests that our experiences with harassment and vulnerability to harassment might differ from that of White women.

An analysis of the stereotypes of Asian American women provides insights into racialized sexism and its implications for sexual harassment. Social psychologists often focus on stereotypes as attitudes, but Uchida (1998) argues that stereotypes function “to exclude [the stereotyped group] from power and privilege.” Stereotypes of women of color actively maintain and support racial and gender subordination within society, subordinating women of color and maintaining the dominance of Whiteness and masculinity.

Over the past 150 years, the controlling image of Asian and Asian American women in the American mindscape has been that of “Oriental girls,” who are racialized and sexualized as passive, submissive Lotus Blossoms and Geisha Girls or sexually-mysterious, devious Dragon Ladies. As Uchida (1998) has argued, the “difference signified in the term [Oriental] is not only geographical and cultural, but sexual.” The controlling image of Asian and Asian American women’s “exotic” sexuality has not been constructed by these women, themselves. Asian and Asian American women are not the *subjects* creating these images. Rather, they are the *objects* in these constructions. Uchida (1998) traces the “oriental” image of Asian American women to Chinese prostitution and White American male power structures in the late 1800’s. The racialized and sexualized images of Asian and Asian American women have changed over time as the U.S. came into contact with Japan, Korea, and Vietnam, often as a result of wars. After WWII, American images of Asian women were dominated by U.S. service men with Japanese geishas. The Vietnam War produced images of U.S. service men with Vietnamese prostitutes and bar girls. In both sets of images, Asian women were constructed as sexually “serving” White American GI’s.

U.S. culture today is ripe with modern variations of these controlling images, which have become engrained in the American imagination of “Asia” and, by extension, Asian America. Images of Asian American women today are not as one-dimensional as they once were, but the legacy of those images still pervade our society. Consider the modern-day Lotus Blossoms reflected in advertisements for Hawai’i tourism and Singapore Airlines – images of Asian-descent women, always young, with long Black hair, standing alone with a flower behind her ear signifying her availability. Consider, too, the modern-day version of the Dragon Lady in Lucy Liu’s portrayal of a sex vixen in *Ally McBeal* (Chihara, 2000). Who are these images constructed for? Who consumes these images of Asian American women? One answer might be found in noting who Asian American women are paired with in the media. Turn on the television and you see example after example of White leading men and *their* Asian American girlfriends – a reiteration of the racialized and gendered subject – object relationship. Compare the frequency of that image to the rarity of images of Asian American women with Asian American men or, rarer yet, Asian American men with White women.

One might ask whether these stereotypes have any bearing on the lived experiences of Asian American women. The answer can be found in what Asian American women, themselves, have to say about their experiences in the U.S. Chen (1997) finds that 70% of Asian American women in her study reported believing that they and White American women experience sexual harassment differently. Most commonly, Asian American women believed

that stereotypes were what differentiated their experiences from that of White women. Specifically, Asian American women referred to the racially gendered images of them as “exotic,” “submissive,” “docile,” “man-serving,” and “easy prey.”

“A lot of times when I am around men, especially those who are not Pilipino, I am very self-conscious of how I might appear to them. It’s not that I fuss over my looks or feel I should alter them in any way. I am concerned by how they perceive me as a Pilipina. I can’t help but feel as if I’m being seen as exotic. And with exotic, the idea of being erotic. I am very aware that I am seen as foreign in this country, despite the fact that I was born and raised here. I am seen as an Asian girl as opposed to being seen as American. I am always afraid of being solicited like my mom and aunt when they were coming home from a movie.... And it is upsetting to think that so much can be determined about me without my having to say anything” (Audrey de Jesus in Chen, 1997, p. 56).

“‘No, I said to a man in a bar. I’m not from Saigon.’ Not only are Asian Americans still regarded as alien, but the women are compared to and often treated like prostitutes ‘our boys’ left behind in Vietnam, Korea, and Japan... We are the ‘model minority’ on the one hand and ‘dogeater’ on the other: exotic and second class. We are ‘forever foreign.’” (Hahn, 1988 in Uchida, 1998).

Racially sexualized images of women of color carry over into these women’s experiences in universities. In King and Miller’s (2004) study of Asian American, African American, and Latina college students, one-third of the students reported experiencing racialized sexual harassment from a professor, such as a professor “telling sexist or racist jokes about women of your ethnic group” or “lets you know that he is attracted to women of your ethnic group.” One female college student in Chen’s study speaks of how stereotypes affects Asian American women in particular:

“Yes, I think Asian women are stereotypically seen as the passive ‘I’ll do anything you ask’ kind of person. A few men have assumed that just because I am Asian that I would treat them like a god of some kind and give them massages and bring them drinks. Sexual pressures are also higher because Asian women tend to be seen as doing anything to get higher or maybe even ‘well I have to obey my boss’ kind of thing.” (Third-generation Japanese-American woman in Chen, 1997, p. 55).

While there are no studies to my knowledge that directly link sexual harassment among Asian American women to student adjustment and faculty retention, tenure, and promotion, Hune (1998) suggests that this issue as well as the everyday inequities of sexism and racism contribute to the fact that Asian American women, along with Native American women, have the lowest rates of tenure. In 1991, the tenure rate was 49% for Asian American and Native American women, compared to 58% for all women, and 70% for all faculty. The American Council on Education has taken note of the under-representation of Asian American women in full-time, tenure-track and tenured posts, and have called for further research on this issue and called on colleges and universities to examine their policies and practices toward Asian Americans (Escueta & O’Brien, 1991). Our invisibility is evident also in SCRA. To my knowledge, there are few tenured Asian American women, and no Asian American women in senior-level positions outside of academia, who are active in SCRA.

“Talking Back,” Becoming Allies

As I’ve listened and shared these stories of sexual harassment, I have been surprised by our remarkable collective *silence* on sexual harassment. I have been surprised that other women – senior, tenured women – have witnessed harassment or been told of harassment and still leave the issue unchallenged. Of course men, too, are complicit in maintaining sexist environments, and indeed it is a system which privileges men. In my personal experience, though, I have often looked to White women as allies in fighting sexism, including racialized sexism; and it is their lack of support or outright hostility to challenging harassment which has felt the most like betrayal. What I have learned is that many of us, both junior and senior female faculty, have been caught in a cage of silence. I have learned that some of the women whom I had looked to had themselves been sexually harassed; and hence a cycle of harassment and silence has continued through generations of women in higher education.

I have been asking myself and my friends and colleagues how we can move away from a space of silence and fear. I end this piece with two suggestions: “talking back” and becoming “allies.” Geraldine Kosasa-Terry (1994) has called for Asian Americans to employ a strategy of “talking back” to break the silence of colonialism and contest the educational power structure (cited in Hune, 1998). Her strategy is relevant here, I believe, for all women. When we choose to “talk back,” we become subjects and actively resist our objectification. In talking back, we also need to *become* allies to one another. I am not referring to those warm, fuzzy alliances based on “valuing” cultural differences as if all “cultural” groups have equal standing in society. I refer to alliances, wherein we acknowledge the privileges conferred to masculinity *and* Whiteness *and* class *and* heterosexuality. I refer to alliances wherein we seek to disrupt our own privilege and the power structure from which privilege stems.

Gloria Anzaldúa (2000) has argued that “becoming allies means helping each other heal.” She argues that “if you and I were to do good alliance work together... I would have to expose my wounds to you and you would have to expose your wounds to me and then we could start from a place of openness.” I am hopeful that by sharing our “wounds” – by breaking the silence of sexual harassment and *racialized* sexual harassment – White women and women of color will build strong, effective alliances. In discussing her experiences with White lesbians, Anzaldúa states that the “biggest risk in forming alliances is betrayal... betrayal makes you feel like less of a person – you feel shame, it reduces your self-esteem. It is politically deadening and dangerous; it’s disempowering.” She observes, as have others working in different communities, that in the effort to bring women under the queer umbrella (or feminist umbrella or nationalist umbrellas, etc.), differences sometimes are ignored or collapsed. I have friends whom I respect and admire who say they no longer look to White women (or White men, for that matter) as allies. I remain hopeful, though, that we can be effective allies to one another; and in my hope for this, I am cognizant that I also remain vulnerable to betrayal.

Resources

- Equal Employment Opportunity Commission: www.eeoc.gov
- Equal Rights Advocates: www.equalrights.org
- State and Local Fair Employment Practices Agencies (FEPAs): Agencies charged with enforcing state and local anti-discrimination laws

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Special Feature

The Community Practitioner

Edited by Dave Julian

Case Studies in Community Practice

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Context: Pursuing a Development Plan for The Community Practitioner

In the last issue of *The Community Psychologist*, Dave Julian (2003) laid out a short term development plan for the *Community Practitioner*. Specifically, it was recommended that the *Community Practitioner* publish an example of a variety of types of articles over the next 12 to 18 months to sample different formats that might be helpful to practitioners. One of these formats is the detailed, systematic case study that describes the process of

implementing a particular community psychology project. As an example of this format, the present article is an introduction to a series of five recently published, community-psychology-oriented case studies that we edited and published in *Evaluation and Program Planning* (Fishman & Neigher, 2003/2004). Each case study involves a community-psychology-based intervention program that was followed in detail and assessed by formal program evaluation methods. We offer these cases as one type of article for the *Community Practitioner* that can be very helpful to applied community psychologists. We welcome feedback from readers on the usefulness of publishing this type of case study. (Contact us at william.neigher@ahsys.org and dfish96198@aol.com.)

Overview of the Case Study Series

“Regardless of where your paycheck comes from, think of yourself as working for the community” (Bloom, 1977, p. 260). This first of seven “tentative principles of community intervention” suggested by Bernie Bloom is both pragmatic and values-driven, a recipe for intellectual and professional integrity, and in some cases, a career-ending strategy. The practice of community psychology is more than “theory in action”; it is a turbulent and exacting trade that requires a creative blend of experience, training and political savvy. Why is this so hard?

As we have all learned the hard way (is there another way in which learning really takes place?), in the real world “community” usually means “communities,” that is, multiple individuals, groups and their organizational systems. They sometimes “play well together,” and sometimes not. They both cooperate in a shared vision of alternative futures, and compete in zero sum games for diminishing resources. So it is no surprise that Julian concludes from the past three *Community Practitioner* issues that our field is “complex and often riddled with contradictory goals, convoluted processes and most often ‘small wins’” (2003, p. 20). Like Morgan’s (1986) description of the nature of organizations as dynamic entities that typically are “complex, ambiguous, and paradoxical, ... the real challenge is to learn to deal with this complexity” (p. 17). We believe that the systematic case study format is a particularly valuable way for capturing community psychologists’ attempts to work successfully with the complexity, ambiguity, and paradoxes embodied in community change projects. To see this process in action, we encourage you to read through the full case studies (Fishman & Neigher, 2003/2004).

As a kind of hors d’oeuvre to this process, we summarize five case studies and some of the tentative lessons that might be learned from them. However, the emphasis of our whole approach is not to leap too soon to “best practices” guidelines on the basis of only a few cases. Rather our goal is to encourage the creation of hundreds of such case studies, in order to enhance their power for inductive generalization to particular contexts. For although one cannot generalize from a single case study, the collection of many such cases allows for inductive generalizations to other, similar settings. This can happen by organizing case studies with similar presenting problems and intervention approaches into searchable databases, akin to legal databases used by lawyers. As the number of cases increases so does the probability that selected cases in the database will be contextually and pragmatically relevant to a new target case, thus providing important guidance in the individual community practice case. In addition, an expanding knowledge-base of case studies can (a) facilitate cross-case comparisons for inductively

deriving practical generalizations of best practice, as mentioned above, and (b) further explore the theoretical and conceptual foundations of community psychology as a discipline (Fishman, 1999, 2001).

To facilitate cross-case comparison, the case studies for the journal share a common analytic framework involving seven elements, which are retained in the summaries below. Following the logic of Peterson's (1991) "disciplined inquiry" model, these elements flow from research documenting how practitioners typically function across a wide variety of professions (Schön, 1983). The specific elements include: organizational site and context; program planned or evaluated; conceptual model guiding the program; conceptual model guiding an evaluation of the program; program results and impact; evaluation process results; and lessons learned. This common structure allows a grounded assessment from theory-driven intent to outcomes, and a retrospective look—albeit subjective—at advancing the field for "next time." Organizational culture and leadership, points of entry, change management process, and evaluation impact parts of this framework are important variables to be considered before generalizing from case study to application in practice.

The Case Studies

1. *Helping a Philanthropy Merge Strategic Planning and Allocation*

Our first case describes a non-profit organization with a mission both global and local (Neigher, 2003). Organizational dynamics play a seminal role, with author William Neigher part of senior management for MetroWest, one of 142 local federations of United Jewish Communities in North America. This fund-raising and grant-making organization supports a variety of health, human services, education, and recreational programs in northwestern New Jersey, and funds humanitarian programs in Israel and in more than 60 countries throughout the world.

As part of a strategic planning effort, MetroWest was developing ways to make its fund-raising and grant-distributing process more needs-responsive, community-involving, and accountable. In a strategic planning model titled "The Process Is the Plan," Neigher describes an effort which combined corporate planning elements with a public health approach to increase the responsiveness, fairness, and effectiveness of community agency funding. The result was a strategic planning and allocation model that was more objective, more data-based, and richer in community input and sense of community ownership.

Neigher illustrates, however, a number of dynamic, frequently contending forces during the process, including competing values; tension between the current operational needs of community agencies and long range planning concerns; competing roles and loyalties of board members and donors; competition between local and global priorities; changing patterns of philanthropy; and the challenges of implementing community-wide mission, vision and values with its beneficiary agencies.

At the conclusion of the planning process, a strategic plan was developed that both solicited active input from a wide variety of stakeholders and defined service goals in the plan that were based both on an assessment of objective and "felt" community needs. The completed strategic plan guided the allocation of \$2.3 million in strategic initiatives over a period of two years to 38 programs or services; and a similar allocation of \$775,000 in a third year, linked to a detailed evaluation plan. Operationalized decision criteria for

funding were defined and made part of grant applications. These criteria were based on a "strategic plan charter," which included a collaborative partnership approach to addressing a shared community vision, and the identification of present and future unmet needs.

Neigher and two members of the Federation's board who contributed to the case study conclude that a "critical success factor" for non-profit, philanthropy-dependent organizations must be the extent to which the needs of mission, shared vision, and funding priorities reflect a community-based, systems perspective as opposed to individual agency or donor priorities.

2. *Helping Immigrants Become Citizens*

The second case study by Martha Campbell, Michael Q. Patton, and Patricia Patrizi (2003) also deals with the challenges of grant making organizations. The Central Valley Partnership (CVP), a grant-distributing program of the James Irvine Foundation, supports agencies that assist and support immigrants seeking citizenship, increase voter registration, and expand other civic engagement within immigrant communities. CVP believed that a healthy, democratic society in California depends at the local level on promoting citizenship in both formal fact and in terms of identification and civic engagement with California immigrants' local communities. Specifically, "the program's value base is the belief that . . . when people come together with those unlike themselves to identify issues important to them and the communities they live in, and engage together in collective problem solving, they develop the skills, knowledge, attitudes, and relationships that build the democracy" (2003, p. 460).

The evaluation model employed differentiated the role of outside evaluator from that of inside evaluator/organizational consultant. In terms of data collection, in a first stage, there was an outside evaluation team that collected quantitative data on variables such as number of immigrants served, immigrant consumer satisfaction ratings, and number of immigrants who became citizens. In the second stage, the lead evaluator evolved into a new role as organizational consultant. As participant observers, the original evaluation team described this process in qualitative terms, including qualitative interviews with the lead evaluator and key stakeholders in the process.

These authors described the changing roles of the evaluator as the CVP program changed and developed, and as the needs of the program and its primary intended users also changed over time. Quantitative measures indicated the positive impact of CVP agencies on (a) the number and types of clients successfully naturalized as citizens, (b) customer satisfaction with services, and (c) attitudes and plans of immigrants for civic engagement. Qualitative measures indicated "systemic changes in the relations between U.S. Immigration and Naturalization Service providers [so as to make the] INS processing of naturalization applications more responsive to applicants' needs, more orderly, and more in conformity with the intent of immigration law" (2003, p. 462).

In partnership with a technology consulting firm, the evaluation team developed an information system for naturalization client tracking, case management, and reporting; and built grantee self-evaluation capacities which included using data internally for program improvement and improving the quality of grantees' reporting and ability to track progress. The chief evaluator successfully transitioned from the role of outside assessor to one of "developmental evaluator," in which he became "part of the program design team . . . not apart from the team or just reporting to the team,

but fully participating in decisions and facilitating discussion about how to evaluate whatever happens” (2003, p. 468).

Finally, important issues and strategies were identified in addressing the evaluation and planning goals: 1. How to find a balance between generic training and individualized consultation; 2. How to find and take time for internal evaluation capacity building; 3. How to differentiate proper roles and responsibilities vis a vis evaluation and program consultation; 4. How to differentiate various levels of organizational development and evaluation; 5. How to differentiate an evaluation of the whole versus the parts; 6. How to establish evaluator credibility; 7. How to reduce turnover and enhance sustainability; and 8. How to assess the costs and benefits of evaluation at different levels.

3. *Helping Family Resource Centers Reach Out*

A third case study, presented by John Kalafat (2004), also describes an intervention effort with a population in need and at risk. It involves Kentucky’s “Family Resource Centers” (FRCs), which were established to link schools, communities, and families. Their overriding mission is to ensure that children come to school healthy, safe, and prepared to learn.

The Center Directors, who have been provided flexibility in structure and functioning by the State, were developing individual ways to provide or broker wraparound family services that were intended to enhance children’s readiness to learn. The criteria for successful interventions was “not just whether or not family needs are met, but met in ways that make families more competent to negotiate their own course of development” (2004, p. 66). These criteria were built upon the following assumptions: “a) parents have the rightful role to decide what is important for themselves and their family, b) helpers should focus on strengths and positive aspects of family functioning rather than the negative aspects of the child or family, c) people are competent or have the capacity to develop competence, d) failure to display competence is not due to deficits in the persons but rather a failure of social systems to create opportunities for competence to be displayed, and e) the client must attribute change to his/her own actions if he/she is to acquire the sense of control necessary to manage family affairs” (2004, p. 66).

The flexibility afforded the Center Directors created, in effect, a kind of natural experiment in programmatic variety and richness as it played out in specific settings. Kalafat and his team site visited 36 programs and conducted semi-structured interviews with their directors. To accurately mine and derive “success factors” from these visits and interviews required a qualitative “thick description” of (a) how multiple individual Center Coordinators functioned, (b) how the parent users of the Centers experienced these interventions; and (c) the impact of these interventions on families.

An analysis of qualitative data from coordinators and parents yielded a wide variety of coordinators’ helping strategies that promote self-efficacy and empowerment. These fell into six categories: “accessible/reaches out,” “respect,” “support/motivation,” “identifies strengths,” “quid pro quo,” and “collaborative/empowerment.” (2004, p. 73). A broad range of impacts were also documented in terms of both “family accomplishments” and “involvement with the school.”

Sharing the results of the multiple case studies with the committee of coordinators and state program managers led to the development of a Family Resource Center Coordinator Institute. This consisted of a five day orientation and training program for new coordinators, which included: “plenary and panel presentations; center story boards; site visits to centers; and the establishment of

mentor-mentee teams composed of experienced and new coordinators” (2004, p. 77). Kalafat’s experience illustrates the inductive power of multiple case studies, including the importance of detailed process examples within the individual case:

The iterative process of progressively focused evaluations and member checks . . . permitted the extrapolation or inductive generalization across the thirty-six sites visited by the evaluation team to generate cross-site findings. When these findings of program activities were operationalized in the words of clients, they were particularly useful as pragmatic guides to program personnel and future evaluations (2004, p. 77).

4. *Helping Schools Model Society*

Cherniss and Fishman (2004) also focus on a program intervention for school-aged children. MICROSOCIETY, Inc., is a national organization whose mission is to support the development of individual “MicroSociety®” schools. Such schools have a program that includes time during all or most days for students to take on roles in developing and operating a miniature society. This “society” can include, for example, such “institutions” as businesses, consumers, elected officials, a money system, a tax collection system, police, and courts. The national organization wanted to research what organizational factors and processes account for MicroSociety programs being successful in certain schools and not in others. “Mesquite” Elementary School had a MicroSociety program that had been recognized as exemplary by MICROSOCIETY, Inc.

Based upon his reading of the community, organizational, and educational literature, and based upon his practical experience as a community-oriented organizational assessor and consultant, Cherniss developed a model which posits, in part, that

a successful implementation of an innovative education reform like a MicroSociety depends upon the coming together of the following complex and challenging organizational components and processes: (1) school administrators with high commitment to the program, leadership sophistication, and “emotional intelligence” to help them in establishing and sustaining good, collaborative working relationships with teachers, parents, and other community members, and in motivating these individuals to positively contribute to the MicroSociety program; (2) a school culture and climate that is supportive of and rewarding for innovation and change; and (3) goals of the school – as perceived by both personnel, parents, and other community members – that are congruent with the particular “progressive” potentials embodied in the MicroSociety concept (2004, p. 83).

Cherniss’s study of Mesquite was part of a larger formative evaluation of MicroSociety programs, whose goal was to aid individual MicroSociety programs in enhancing their implementation. “Thus the focus of the project has been pragmatic evaluation, to develop best practice guidelines for improving program implementation, rather than the development of new theory per se or the testing of specific, causal theoretically derived hypotheses. This focus is consistent with . . . [the] concept of using multiple theories to pragmatically understand and/or improve a particular case situation, and [with] contingency theory” (2004, p. 83).

In line with Cherniss’ model, the evaluation goals were to systematically document the implementation process of the MicroSociety at Mesquite school, “with a special emphasis upon

identifying the leadership, organizational, and school climate factors in Mesquite that seemed to account for its success” (2004, p. 80). Cherniss conducted in-depth observation and interviewing with key stakeholders in Mesquite and five other schools that had adopted the MicroSociety program. Cherniss found dramatically positive quantitative and qualitative indicators of the success of the Mesquite MicroSociety program. In addition, he identified nineteen organizational “success factors” that facilitated the effective implementation of the Mesquite MicroSociety program, e.g., “positive relationship between principal and teachers,” “true ‘informed consent’ by teachers in the adoption process,” “meaningful participation and autonomy in decision-making for teachers and students,” and “principal provides strong political backing, encouragement, recognition, and logistical support” (p. 86).

As one of the lessons learned in his study, Cherniss provides a detailed summary of how the 19 success factors played out in creating the successful MicroSociety program at Mesquite. For example,

[First,] there was a history of good relationships among the teachers and between the teachers and the previous principals. There also was a history of parent involvement. And the strong value placed on student field trips made the Micro program a good fit.

Second, the program was introduced to the school in a way that minimized resistance. [For example,] the idea originally came from teachers, not the principal, which enhanced teacher buy-in. The principal insisted that all the teachers have an opportunity to learn about the program and reflect on it before they voted on whether to adopt it. The initial expectations and time perspective were realistic.

Third, the program at Mesquite benefited from a stable and effective management team, an energetic and skillful coordinator, and a knowledgeable external consultant who provided ongoing training, guidance, and support. The principal consistently provided resources that enabled this management group time for planning and problem solving.

Finally, an “emotionally intelligent” principal provided a high degree of support – directly through her advocacy and logistical support, and indirectly by creating a school climate that encouraged innovation, risk taking, commitment, and reflection (2004, p. 87, as a quote from Cherniss, in preparation).

5. *Helping Schools Teach Social-Emotional Learning*

In the last case study, Tanya Romasz, Jennifer Kantor, and Maurice Elias (2004) describe a multi-year collaboration between the Social-Emotional Learning (SEL) Lab of Rutgers University and the Plainfield, New Jersey Schools, an urban district designated by the State as having many students of high academic and behavioral risk. The SEL Lab had been addressing student problems by building students’ social-emotional learning skills to a school-wide level across multiple schools.

“Talking with TJ” is a video-based curriculum that provides students with the opportunity to learn and practice prosocial skills. The premise revolves around the fictional T.J., a Black teenage girl who appears in all of the videos as a radio station disc jockey, running a radio talk show. Kids call in for advice about solving typical problems faced by children their age pertaining to

acceptance issues, difficulty expressing feelings, and difficulty compromising.

Two of the guiding conceptions behind the SEL program were community/preventive psychology and social-emotional learning. “Although it has been traditionally thought that the successful acquisition of [academic] skills ensures students of a promising professional and personal future, educational professionals are recognizing that the current demands of society require additional skills in the areas of emotional awareness, decision-making, social interaction, and conflict resolution” (2004, p. 91-2).

This case study capitalized on the application of an action-research model, the idea of testing theories and methods by putting them into practice, evaluating their impact, and using the results to refine future theory, method, and practice. . . . The entire model is cyclic because ongoing monitoring of problem areas yields information as to whether or not the program is having a significant impact, with which populations, and in which contexts. Such information then leads to the development of refined or new problem statements, which in turn inspire further repetitions of the cycle (p. 94).

The authors document their success as the Rutgers consultants in establishing strong positive, cooperative working relationships with seven of the ten schools. Principals were accountable for the target program as part of their formal job and accountability structure. Coordinators undertook other SEL-related projects in their schools and exercised leadership in monitoring needs and planning responses to changes in local conditions. The Plainfield School District revised its report cards at all grade levels to include specific indicators of SEL, labeled as “Social-Emotional Development and Work Habits,” on the report card.

The authors also describe the process involved in their success as the Rutgers consultants in facilitating a needs assessment and program implementation process in each of the ten schools. These efforts were led and owned by the key stakeholders in the school and embodied the action research process, with three steps:

- Each school looked at gaps in service delivery. . .
- [Through help and guidance by the Rutgers consultants], each embarked on a mini-action research cycle identifying needs, developing programs, implementing, and evaluating to fit into each school culture in a way that would complement, extend, support, and bolster the effect of the curriculum-based SEL programming.
- Individual pilot projects were developed to address identified areas of need; each of ten elementary schools did between one and three of the projects.

Overall, in this part of the project, four main problem areas and associated resources to address them emerged: (1) student discipline difficulties, responded to with programs for providing recognition to students for positive behaviors; (2) lack of empathy and perspective-taking skills within students, responded to by providing students opportunities to work in not-for-profit agencies to address crucial community needs; (3) inadequate individual counseling services for the students who needed them, responded to with group consulting programming; and (4) students’ not feeling emotionally safe in school and perceiving teachers as too verbally aggressive towards them, responded to by direct initiatives to increase positive school climate.

Romasz, Kantor and Elias conclude:

The specific lessons learned from this project include (1) a confirmation of the action-research approach to program

development in an urban education context; (2) the added value of non-classroom based SEL to help create a school-wide culture of SEL, complementing that which is provided by a classroom-based SEL curriculum, such as “Talking with TJ”; (3) the importance of collaborative consultation, supervision, and feedback to improve program practices; and (4) the benefit of broad involvement of stakeholders in providing data about school-based problems and school-focused solutions to them, within a common guiding framework, as an engine for improvement of SEL in schools (p. 101).

Conclusion: Common Lessons, Common Challenge

We began this discussion with Dave Julian’s observations from the first three issues of the *Community Practitioner*. We should also note his identification of emerging themes — respecting those who provide and receive services, the complex and often changing role of the practitioner, and the importance of the technical skills of planning and evaluation. From the case studies we reviewed comes another common element: understanding organizational development and the role conflicts inherent as a paid employee or an external consultant. From organizations large and small, all of our contributors cited the challenges of “reading the culture,” that is, the mission, vision and values of the organizational setting, and the stakeholders who shape them. And it is a dynamic, moving target as professionals, lay leaders, governance, funding, and beneficiaries change. And even with periods of stability, there are the multiple focus perspectives of sponsor, funder, provider, recipient and community, all with a stake in the process and the outcome of our work.

Community practitioners who work *for* organizations often feel it is difficult to be “a prophet in your own land”, while external consultants complain that they are viewed as “outsiders” whose activities threaten unwelcome change. Both need to be upfront about the purpose of their work and the impact it may have, securing the trust and buy-in of decision makers to the *problem*, and the willingness to support the process and its solutions.

Are we at best still working for “small wins,” as suggested in the earlier quote from Julian? From an “n” of five, we will let the reader judge. Perhaps a more sobering question deals with how enduring the successes will be, whether big or small. On this point the jury is still out. *Strategic planning* for organizations is usually easy; *strategic management*—staying the course or making incremental change—is by far the more difficult. How *enduring* was the impact of social action research and the programs they have spawned over the last forty years? Many of us have seen good programs abandoned when we left, when the grant ended, when the principal was reassigned, when the legislation changed. We did not make them enduring, *inseparable* parts of the organizational culture. So to the skills of *understanding* organizational dynamics we add finally the challenge of *changing* the organizational culture, as an “insider” or consultant. People in organizations change; policies and culture endure. We as a discipline need to learn to change both.

Perhaps we can check in with our contributors in five years and see how the impact of their work has evolved. By then we hope that the *Community Practitioner* will have taken a wide-angle view of our profession in these pages, and we can compare notes.

Finally, while we have been illustrating the kinds of implications that are suggested by even a small group of systematic

case studies, we wish to end by emphasizing our earlier point. While such a group of studies illustrates the richness of the individual case study in potential implications, the most inductively powerful and effective use of case studies grows as more and more cases — we envisage hundreds — become available for cross-case, best-practice analysis and for practitioner guidance in specific organizational and community contexts. To draw an analogy from Emory Cowen’s seminal article “Baby-Steps Toward Primary Prevention,” this journey is less one to be approached with massive, and “vague, ponderous, infeasible ‘giant-steps’” than with “concrete, achievable ‘baby-steps’” [1977, p. 2]. Here were five “baby steps” along that pathway.

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The Community Student

edited by Omar Guessous and Sawsson Ahmed

Introduction

For this issue of *The Community Student*, two international students showcase their innovative research. The work presented here demonstrates how our values guide the projects we choose to undertake as graduate students.

Carmen Luisa Silva Dreyer, the recipient of the 2003 Special Issues Graduate Student Research Grant presents her work regarding adolescent empowerment in Santiago, Chile. Her preliminary research findings lend inquiry into understanding empowerment in the diverse contexts of school and neighborhood.

Atkinson's piece demonstrates one student's quest to ensure that her thesis research was methodologically appropriate, as well as practically significant. Her project began as a small initiative, and yet ended up fostering collaboration with agencies that are critical to systems change with respect to youth justice services, thus highlight the potential pay-offs of commitment and follow-through.

Youth Empowerment in School and Neighborhood

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Introduction

In Chile, little is known about youth's sense of empowerment, which Zimmerman (2000) defines as a "process in which efforts to exert control are central. These conceptual definitions also suggest that participation with others to achieve goals, efforts to gain access to resources, and some critical understanding of the social environment are the basic components of the construct" (p.44).

The purpose of this study is to examine the following questions: What efforts are being made to promote adolescent empowerment in Santiago? What levels, actions, and opportunities for adolescent empowerment are present in youths' school and neighborhood contexts? In what ways do actions and opportunities for empowerment relate to self-concept, values and social participation? Is it possible to distinguish between "actions", "attitudes", "opportunities" and "contexts" of empowerment as different factors?

This topic is important because there is a lack of knowledge with regard to youth empowerment. In Chile youth seem to have little control and influence in public spaces (INJUV; 1999, Municipalidad La Florida, 2002) and adults rely little on them (INJUV, 1999). In schools youth see themselves as having little, if any, influence in topics of their concern as students (CEJU, 2001; Montalvo, Robles, 2002). Finally, Chile as a country in Latin America has an authoritarian culture (Gissi, exposición en U; Larraín, 2001) and weak civil society. The process of gaining control does not occur automatically and therefore has to be learned.

Hypotheses

1. Adolescents have low levels of empowerment in school and neighborhood
2. Higher levels of empowerment in school and neighborhood is related to higher levels of self concept
3. Empowerment in school and neighborhood is related to universalistic and achievement values
4. Empowerment increases as social engagement increases

Method

Research Design

We employed a non experimental, mixed methods (qualitative and quantitative) cross-sectional design, because the purpose of this work was to obtain information in a natural context (Hernández, Fernández, Baptista, 1991), within a given period of time.

Participants

The sample consists of approximately 1,100 adolescents between the ages of 15 and 17, with equal numbers of males and females. About two-thirds of the sample stemmed from private schools, while the remaining third were from public schools. In Chile, enrollment in a private school reflects socioeconomic level. The sample was therefore predominantly of a high socioeconomic level. The sample represents one of both convenience and intent, in that we expect levels of empowerment to be higher among students in private schools than in public schools.

Measures

Quantitative measures: A questionnaire was specially constructed for this study. The selection and writing of items was guided by the empirical literature. The final scale included indicators of control and influence processes, empowering contexts, social engagement, self-concept, and values. Items were answered using a five-point Likert scale. The final instrument included 26 empowerment items, 20 self-concept items, 10 value items, and 20 social engagement items.

Qualitative measures: Four focus groups were conducted, two at the private schools and two at the public schools. The intent of these groups was to capture the perceived significance of school, government, collective actions to change undesired situations, perceived opportunities (teachers attitude, role availability, support system, training, and analytic skills), expectations and actions in the neighborhood, and perception of local government and other authorities.

Preliminary Results

The first question that arises when trying to answer the first hypothesis is whether it makes sense to talk about a general sense of empowerment, or if we can distinguish actions and attitudes from opportunities that are made available within one's context. With regard to these questions, various authors (Foster-Fishman, Salem, Chibnali, Legler and Yapchai, 1998; Trickett, 1994) have argued that empowerment experiences do differ in different contexts. Zimmerman (1995) does not separate process and opportunities of the context. An exploratory factor analysis was conducted, to see if there were underlying dimensions (contexts, actions, opportunities). This is also a relevant theoretical question for Chilean reality.

- Exploratory factor analysis.* The results indicate that empowerment looks distinctly different in school than it does in neighborhood contexts, specifically with regards to actions and opportunities. Five factors were extracted, with high and clearly distinguishable loadings for each factor. The factors were called:
- School empowering context, respect: refers to an empowering context that promotes respect, support and a growth inspiring belief system.
 - School empowering context, opportunity of influence: refers to an empowering context that offers the opportunity to exert control and influence in matters of youth interest (i.e personal aspect, free time activities in school, settings where they can talk and negotiate with teachers).
 - School empowering action: Adolescents beliefs and actions of influence on changing undesired conditions at school collectively, as well as analyzing school problems and expressing their opinions.
 - Neighborhood empowering context: refers to a context in which adults and authorities respect, support and take adolescents into account; also refers to the availability of free time places for activities of adolescents' interest.
 - Neighborhood empowering action: considers adolescents' actions to improve life in their neighborhood.

All factors had small but significant intercorrelations, indicating that they are distinct factors, yet interrelated as a construct.

The data from this study confirms the existence of different empowering dimensions, which supports Maton and Salem's (1995) theory of empowering settings. But instead of distinguishing between the three theorized dimensions of empowerment - opportunities of influence, opportunities of support and a growth-inspiring system - the data only discriminated between opportunities of influence and support/growth-inspiring. However a comparison with, The data did however confirm that empowerment varies across contexts - in this case from school to neighborhood. This is in line with previous research (Foster, Fishman, Salem, Chibnali, Legler & Yapchai, 1998).

Although Zimmerman's (1995) theory of psychological empowerment suggests the presence of three intrapersonal dimensions (intrapersonal, interactional and behavioral), the data did not make such a distinction. Rather than discard Zimmerman's theory, this may suggest that the quantitative measurement used in this study was not adequate.

To test the first hypothesis of whether adolescents have low levels of school and neighborhood empowerment, a means-comparison was conducted.

Comparison of means

Based on 5-point scales, ranging from 1= not empowered, to 5= very empowered, the results are as follows: The school context offers "more or less" (moderate) opportunities of empowerment to the youth in terms of respect, support and a growth-inspiring belief system (mean = 3.4) and in terms of opportunity of influence in matters of youth interest (i.e personal aspect, free time activities in school, settings where they can talk and negotiate with teachers) (mean= 3.4). The adolescents' actions and attitudes to change undesired conditions collectively, analyze school problems and express their opinion is similarly moderate (mean= 3.6). The neighborhood, on another hand, offers a low empowering context to the adolescents (mean= 2.4) in which adults and authorities are less likely to respect, support and take adolescents into account, or to

offer free places that available for activities of interest. The young people also reported being unlikely to take action to improve their neighborhood or organize activities of their interest (mean =2.1).

Gender differences. ANOVA analysis indicates that Chilean girls take more action at school than boys and perceive their neighborhood context as more empowering.

Differences between private and public schools. ANOVA analysis indicates that youth report similar empowering contexts across school type. Adolescents from private schools however report taking more action and perceiving more control and influence over matters of their interest than do their peers from public schools. They also perceive neighborhood context as more empowering than do adolescents from public schools. However, adolescents from public schools reported taking more action in their neighborhood.

Frequencies of answers

School context. More than half of the youth think that school offers a supportive climate (55%) where youth listen to each other (53.2%) and teachers do not tolerate laughing at each other (57.3%). More than two thirds of participants believe that teachers do not tolerate physical aggression (70.8%). About a third of the youth reported being unsure about any of the above dimensions. A low proportion of participants reported that teachers believe in young leaders, consider their opinions and care for each and every one of the students (growth-inspiring system). Even lower are the reported opportunities to exert influence on concerns of their interest (less than 40%). The weakest aspect found was the existence of settings to talk and negotiate with the teachers; only one fourth of the adolescents reported that these exist in sufficient amounts.

Adolescents' action-taking in school. Between 70% and 80% of the adolescents were engaged or have a positive attitude towards engaging in trying to change undesired conditions collectively. However, only a quarter of them think that the student government is the way to accomplish this. A little less than half of them express their opinions with regard to school problems.

Neighborhood context. Just about one quarter of the adolescents perceive that the authorities of the neighborhood respect them and take care of them, and more than half of them think that the Town Council does not support them. A comparable proportion believed that they have access to resources, such as places that they can use for activities that they enjoy.

Adolescents taking action in their neighborhood. The action-taking of adolescents to improve their neighborhood was found to be very low.

Conclusion

The results partially confirm the first hypothesis. The level of perceived empowerment varied depending on the context. Adolescents perceived moderate levels of empowerment at school and low levels in their neighborhood. The school context may offer a more respectful and supportive environment where opportunities are available to influence settings and dialog with teachers. Most of the youth reflected a desire to change adverse conditions collectively. However they rely little on school government and are less inclined to express their opinion. The empowerment experiences also vary as a function of socioeconomic status. Adolescents from higher socioeconomic backgrounds feel more powerful in school and more respected in their neighborhood. While youth from lower socioeconomic backgrounds are more

actively involved in their neighborhood. In addition there appeared to be differences based on gender. Chilean girls were more active at school than boys and perceived their neighborhood context as more empowering.

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Researcher-Practitioner Partnership in Ph.D. Research: Making It Useful

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The dilemma that faces many students beginning a PhD is the selection of an appropriate research project. Each student will have a different story to tell about the process that led to the selection of a project that they deemed worthy of their time and effort. This paper describes my journey in selecting and developing a project that aims to improve the coordination and delivery of youth justice services in Hamilton¹, Aotearoa/New Zealand². This journey was shaped by a

particularly pragmatic approach to research; to me it was important to produce a thesis that would be used by those at the coal face.

The eldest daughter of a teacher and a clergyman I grew up in the South Island of New Zealand/Aotearoa. My pragmatic approach to research was shaped by the experiences I had in the first seven years of my working life in which I was a primary school teacher. In this environment, any interest in 'academic' ideas and theories was superseded by the need to address issues concerning learning, behaviour and student wellbeing in a very practical way. Consequently, when beginning my PhD and pondering over potential research topics, while I had an interest in youth offending, my primary goal was to produce research that would make a real difference to practitioners.

My decision was further guided by personal beliefs and a commitment I have to social justice. My studies and experiences in the Community Psychology programme at the University of Waikato emphasised the importance of having a set of values that explicitly guide the work I do as a community psychologist. Some of these values define my preferred approach, such as a commitment to evaluate what we do and utilising ecological and systems perspectives to understand behaviour. Other values operate at a more personal level. For example, as a *Pakeha* (New Zealander of Anglo-European descent) I strive to be transparent about the privilege I have as a member of a dominant cultural group. I am also committed to working in ways that assist social change processes that will foster Maori empowerment and self determination.

In Aotearoa/New Zealand, a significant issue in welfare, education, health, and justice is the need to improve responsiveness of services to the needs of Maori. The life outcomes for Maori are similar to those of other colonised, indigenous populations worldwide. Thus economic, health, educational and justice outcomes for Maori are significantly lower than those of the non-Maori population. For example, while Maori make up only 14% of the population, they comprise around half the young people and adults who are processed by the criminal justice system. Research has identified that the needs of at-risk Maori youth have not been effectively addressed by mainstream services. A critical factor in transforming this situation is to support and encourage Maori participation in the decision-making, design and delivery of services (McFarlane-Nathan, 1999, p7).

With this in mind, I sought as partners, practitioners who worked with and for Maori youth and their families. This ultimately led me, in October 2001, to the doorstep of an organisation called Maatua Whangai O Kirikiriroa³, a Maori social service provider in Hamilton. I approached the co-ordinator, offering to carry out my doctoral research on anything they felt would support their work. My entry into the setting was facilitated by a friend and colleague who was Maori and involved in Maori social service delivery herself. She organised the meeting with and came along with me. By accompanying me she validated and supported my ability to work and carry out research in a culturally safe and appropriate way.

Although this was to be *my* doctoral research I did not go to them with an idea of what I believed the problems were or with something I wanted to investigate. Instead, the nature of the problem to be addressed was identified by Maatua Whangai. For over twenty years, they had worked to deliver services and develop capacity in Maori families at-risk, and particularly with young people involved in crime. Maatua Whangai had become increasingly frustrated by working within an uncoordinated and fragmented youth justice sector⁴. They believed if interagency links

in the Hamilton youth justice sector could be developed this would contribute to improving service provision to at-risk Maori youth and their families. Furthermore, it would improve the effectiveness of the Hamilton youth justice sector as a whole.

Recognition from Maatua Whangai of the need to develop and strengthen collaboration within the youth justice sector was based on their own experiences. However, when we looked further into the issue there was clear research to support the issues they had identified. The initiative they proposed was reflective of a much larger trend, both nationally and internationally, of recognising the value of cross-agency and cross-sector partnerships. In the United States, a collaborative model has been widely promoted for community-focused agencies such as probation, mental health, drug treatment programmes, and other social service organisations (Lane & Turner, 1999). New approaches to public policy have recognised the importance of integrated interventions.

The belief that crime can be reduced through better coordination, cooperation and joint work, has driven approaches to crime prevention across the Western world over the last decade (Blagg, 2000). A number of reports and evaluations of the youth justice sector in Aotearoa/New Zealand have identified that services are delivered in an environment of fragmentation, poor communication, and a lack of common understandings of what constitutes best practice (Maxwell & Robertson, 1995; Morris, Maxwell & Shepherd, 1997; Te Puni Kokiri⁵, 2000).

The co-ordinator at Maatua Whangai believed the way to address the problem of a fragmented and uncoordinated youth justice sector would be to bring together representatives of key organisations in the justice sector to address the 'structural gaps' across the agencies and sectors which work with young offenders and to develop better responses to youth and their families, particularly Maori. What's more – he wanted me to make it happen. At this stage I knew I had found my project! Its goals were consistent with the values I had chosen to practice by and if it proved to be successful it could truly be deemed a 'useful' PhD.

It became apparent, very early on, that the methodology which would best achieve the goals of this project would be participatory action research. A key aspect of participatory action research is the mutual involvement of both the participants (key stakeholders / system experts) and professional researcher/s in the research process.

The action research process involves engaging in repeated cycles of diagnosing, planning, implementing, collecting and analysing data on outcomes, discussing outcomes with system members, reaching conclusions and defining new sets of action steps. The 'research' attempts to generate knowledge of a system, while at the same time, trying to change or develop it through 'action'. Ideally this leads to a system that is continuously learning from experiences. While the researcher is often not a practitioner in the system, she (or he) is not there to simply observe and study what is going on. Participatory action research involves the researcher working in partnership with the participants and facilitating a process to bring about the steps outlined above (Martin, 2001).

The solution proposed by Maatua Whangai needed the full commitment of other key agencies. It needed to be a project that was owned, as well as driven, collaboratively. Together with Maatua Whangai, I planned phase one of the project in a way that aimed to create the ownership and commitment we believed was required. I carried out qualitative interviews with individuals who represented the key agencies in the youth justice sector. The

interviews focused on how the Hamilton youth justice sector functioned, the perceptions and experiences people had of the sector; what they saw as the barriers to collaboration and their suggested solutions. The interviews not only allowed the stakeholders to identify the problems to be addressed but they also provided valuable information about how the Hamilton youth justice sector operated.

All participants identified the need to improve interagency collaboration. They also had common beliefs about the issues that needed to be addressed, these were: coordination and leadership of the sector, improved processes for information sharing, developing a common understanding and implementation of best practice, coordinating the referral process, developing appropriate risk and needs assessment processes and improving the knowledge of services and programmes available to at-risk youth.

Following the interviews I wrote a report which discussed the key findings and the literature around interagency collaboration. There were also recommendations that supported the process of moving into the next stage of the project. Together with Maatua Whangai I presented the report findings to key agencies in the justice sector. At the end of this presentation the co-ordinator of Maatua Whangai asked the group if they were willing to commit themselves to the next stage of the project. The agencies that had been involved all expressed their commitment to the project and the Hamilton Youth Justice Collaboration was formed.

The project is now nearly two and a half years old and involves managers and practitioners from both government and non-government agencies in the justice, welfare, education and health sectors. The project began as a grass roots initiative and considerable time was spent fostering buy-in and commitment and establishing a common vision amongst agencies unaccustomed to working together. As a community-based organisation, Maatua Whangai had no legislative power or standing to call together the other agencies in the sector. However ten months into our project central Government did become directly involved in what we were doing. The Ministry of Justice established local Youth Offending Teams (YOTs) to coordinate youth justice services throughout New Zealand/Aotearoa – providing our grass roots collaboration with a top down directive. In July 2002 we became officially known as the Youth Offending Team for Hamilton.

A considerable amount of time was spent on identifying problems and generating solutions. A number of initiatives are now underway to address the barriers to effective service delivery for youth offenders. Challenges to our progress are also present; mistrust, conflicting agency agendas, changing membership and difficulties in applying a strategic systems approach to planning, have all been barriers to success. However, initial evaluations of the project indicate that participants believe there has been significant progress made by the group towards achieving effective cooperation and coordination.

At both a personal and professional level I strongly advocate adopting a utilisation-focused approach to PhD research. The benefits of partnering with practitioners for research are often discussed from a perspective citing advantages for the organisation. However, my experience has found such an approach to be mutually beneficial for both me as the researcher and the organisation/s I have partnered with. For example, I have been able to develop a clear understanding of the gaps and complexities that exist between research, policy and practice. In being seen as 'neutral' to the interagency process but significantly involved, I have gained insights into the more political elements of collaboration. And I have experienced immense satisfaction in being involved in a project which has, through the use of a participatory

action research methodology, begun to successfully facilitate buy-in and commitment to interagency collaboration and create systems change in the youth justice sector in Hamilton.

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(Footnotes)

¹ Hamilton is a city in the North Island of New Zealand/Aotearoa and has a population of approx 120,000.

² Aotearoa is the Maori (indigenous) name for New Zealand – a country with a population of four million.

³ Maatua Whangai has approximately 15 staff, all of whom are Maori. Kirikiriroa is the Maori name for Hamilton.

⁴ In this context the youth justice sector includes all agencies that work with youth offenders: Police, Child Youth & Family Service (the statutory child protection agency), youth court, education, health, community social service providers

⁵ Ministry of Maori Development



Paper Submissions

**“We need to give them information on the neighborhood level or people just don’t believe it”:
Understanding How and Why Practitioners Utilize Local Data**

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Health behavior research is paramount in today’s world of evidence-based interventions and policy development. However such efforts are merely an academic exercise unless findings are used to inform, guide and support decision making. Unfortunately, utilizing data in this way remains more the exception than the rule.

Several factors are responsible for this disconnect between research and practice. Many researchers, for instance, work in academic environments that fail to reward researchers for their ability or willingness to present findings in a lay format (Israel et al., 1995). Practitioners, on the other hand, often lack the skills, confidence or time to demand such relevance from researchers (Fetterman, 1996). Having identified these challenges, there is an ongoing need for examples of how practitioners can be encouraged and enabled to apply research findings to practice (e.g., Linney & Wandersman, 1996). This paper aims to understand how and why practitioners utilize research data and to recommend how researchers can enable more effective use of such data in the future. To achieve this aim, we focused on the experiences of community coalition utilizing data from a large local survey of adolescent substance use. Three questions guided the process: (1) How do practitioners currently use data; (2) What barriers do they perceive to using data more effectively; and (3) What are new ways they would like to use data.

Background

The disconnect between research and practice is nowhere better illustrated than in the area of school-based substance abuse prevention. During the 1990’s, hundreds of studies began to distinguish between more and less promising approaches, yet most school districts continued to employ programs (e.g., Drug Abuse Resistance Education - DARE) with a weak theoretical basis and little evidence of effectiveness (Gorman, 1998). More recently, however, federal funding programs have insisted that such work be more on current research and evidence of effectiveness.

In 1997, the Safe and Drug Free Schools Consortium was established, in part, to help schools in Franklin County, Ohio meet this higher standard of practice. The Coalition currently represents all sixteen public school districts and forty-one non-public schools in the county. The mission of this organization is to help develop safe and drug free school communities by providing professional development, skill building programs, support services, information, research and other resources that encourage learning and healthy development in children and adults. Representatives to the Consortium, appointed by superintendents of each member district, as well as a Community Advisory Board, help to carry out the Consortium mission.

Every three years since 1988, the Consortium conducts a survey of youth's knowledge, attitudes and behaviors related to substance use; the Primary Prevention Awareness, Attitude, and Use Survey (PPAAUS). Diagnostics Plus, an independent survey-research organization, provides project coordination, survey scanning, data management and preliminary data analysis.

Consortium members, with input from Ohio State University faculty designed the questionnaire, most recently administered to more than 75,000 students in the Consortium schools that include sixteen public school districts, 30 Columbus Diocese schools and six non-public schools. The sixth iteration of this survey was administered in the autumn of 2003. Results are released at a one-time event in the spring following data collection. Results are also available on the Consortium website (www.edcouncil.org). Many items and scales in the survey instrument have remained constant, enabling the Consortium to track trends over time.

Despite the potential utility of these data, the Consortium has never established clear guidelines for how practitioners and others might use the data most effectively. As the competition for funding increases, the Drug Free Schools Consortium understands the necessity of positioning the PPAAUS as a vital resource and seeks to identify ways to increase the ability of school and community stakeholders to use survey results and to influence program and policy regarding substance abuse prevention within the schools and community. Information regarding current data usage, barriers to data use, and basic awareness about the survey is necessary in order to provide evidence of the continuing utility of conducting the survey. To this end, focus groups and key informant interviews were conducted to seek input from constituents.

Methods

Data were gathered via semi-structured focus group interviews (2) and key informant interviews (9) during July, August, and September of 2003. The interviews were facilitated by one of the authors (RL). Those interviewed included funder program officers, representatives from local prevention provider agencies, city officials, and a research organization that tracks community indicators. The following questions were posed:

- Have you ever used the PPAAUS data?
If so, in what capacity? If not, why not?
- Are there barriers to accessing these data?
- How frequently do you use these data?
- Have the PPAAUS data influenced your prevention efforts?
- How might the data be potentially more useful to you? If so, how?
Were you aware, for instance, that you can get correlational data?
- Who else in your school/community might benefit from the PPAAUS data?
- Can you think of other potential users of these data?
- Is there anyone else I should talk to?

Study findings were not based on a formal qualitative analysis of the data. Rather, one of the authors (RL) compiled and reviewed notes from each focus group/interview to generate the initial study conclusions. Two months after the report was prepared, it was distributed to the participants to ensure that the summary findings accurately represented their views and experiences. Without exception, the participants endorsed the report, thus helping establish the validity of its conclusions.

Findings

To summarize the findings, we organized common themes into three categories: current data usage, barriers to utilization, and new ways to use data.

Current Data Usage

Respondents were universally aware of the PPAAUS survey and were enthusiastic about the availability and quality of the data. Among community-based agencies, data were primarily used in grant writing, program planning, and in fact sheets and newsletters. From the funder perspective, most representatives from local funding agencies considered the PPAAUS survey a frequently cited source in applications. One funder, however, found it underutilized; specifically with applications where substance use was not the main outcome (e.g., after school programs; violence prevention).

Barriers to Use

Although general awareness about the survey was very high, most respondents did not recall that the Consortium has a website on which the PPAAUS data can be accessed. All but one key informant were unaware that item cross-tabulation could be provided and that district and building based results could be obtained with permission from the district/school. For example, a cross tabulation that indicates a positive correlation between a high incidence of self-reported substance use and lack of prevention programming could influence a funder to support prevention activities in a school or community. Respondents were very enthusiastic about the possibility of acquiring data on a district or neighborhood level. One respondent stated, "We need to give them information on the neighborhood level or people just don't believe it." Many respondents asked if there was a cost associated with the additional analysis.

New Ways to Use Data

Respondents identified several new ways to utilize the PPAAUS data. One program officer asserted that data must be used to inform the schools about their needs regarding prevention programming rather than using the data to justify what is currently being provided. In other words, the schools should identify what students need in terms of programming, and then seek the needed resources. Principals should use the data to inform the choice of service providers granted entrée into the schools, ensuring that those who offer programming are able to respond to the unique needs of the school/community. This arrangement would foster agency/school/community collaboration that is looked upon favorably by funders.

One difficulty with this approach, however, is that not all constituents have the ability to correctly interpret data. One program officer felt that it would be necessary to provide help to practitioners with data interpretation and examples of best practices, in order to make effective use of the data. To help in this process, respondents suggested convening funders and systems (e.g., criminal justice and childrens' services) along with school and neighborhood groups and put them through exercises that would help them make meaning of these data to ultimately answer the questions: "What does our community look like?" "What do we do about it?" In this way, data could drive community planning.

Respondents also identified a number of potential audiences that might have an interest in survey results including faith-based organizations; parent groups; and education directors of the opera,

symphony, museums, and arts and science centers. All are groups engaged in youth programming. In addition, one respondent felt that linking up with a local research organization that tracks community indicators would increase the visibility and usage of the PPAAUS data. Even among practitioners who were familiar with the data, several respondents reported that they were unaware of the PPAAUS data releases and desired to be included on the mailing list in the future.

Several participants from one funder agency also noted that PPAAUS data were rarely used to support grant applications seeking funding where substance use was not the main outcome (e.g., after-school programs; violence prevention). They felt that practitioners do not view substance abuse prevention as a critical issue and do not understand the degree to which substance abuse is related to other social problems. As such, one way to use the PPAAUS data more effectively would be to provide local, correlational data on how substance use is associated with other problem behavior and pro-social activities.

Recommendations

The PPAAUS is perceived as a credible, reliable, and anticipated source of information among educators, prevention providers and funders. Yet, there is a tremendous potential for more widespread use. These interviews yielded valuable information which can serve as recommendations for action.

Increase awareness of PPAAUS data availability

This can be achieved a variety of ways such as prominently displaying the website address on all printed materials and making reference that the survey results are posted. Printing a card with the website address that fits into a Rolodex could also serve as a reminder for agency and funder personnel as would sending an e-mail with an html link. The Consortium should also seek to expand and enhance their relationships with local research organizations and the media to ensure dissemination of survey results.

Increase opportunities for data use

The director of the research agency responsible for reporting community indicators expressed an interest in including PPAAUS data in future community reports. Using this vehicle for data dissemination would expand the audience for the PPAAUS data and also place it more broadly into the community context. During the interviews, potential venues for informing the public about the Consortium website and the availability of community data were identified, such as community youth events calendars and newsletters.

Expand the audience

Focus group participants and key informants identified several targets for more intensive outreach. They included the faith based community, juvenile justice system, children's services, education directors of arts and science organizations, Ohio Jobs and Family Services, as well as parent and community groups. It is critical, however, that the data are presented in ways that respond to the needs of these groups.

Emphasize new ways practitioners can utilize the data

All but one respondent were under the impression that only aggregate data were available. Participants were enthusiastic, yet uninformed, about the availability of data available by school

building. The Consortium should take the opportunity to increase awareness of the ability to provide this service when the 2003 results are released in the spring of 2004. A brochure or insert into printed material with a list of the most useful cross-tabs would be helpful. The process to obtain building-level data should be advertised. This was, by far, perceived to be the most desired form of data. However, the one respondent who is currently going through the steps to obtain building level data indicated that the process is very slow due to the number of demands on school personnel. Those who request this information should know that it is choice of the school or district to withhold or release this information and the role of the Consortium is simply to relay the request for information.

Correlational data were also of great interest to respondents. Understanding the relationships among different behaviors and risk factors can help both practitioners and funding agencies understand and respond to youths' problem behaviors. There can also be more sophisticated use of prevalence data to highlight new or understudied phenomena. A forthcoming study using the PPAAUS data, for instance, found that 12% of in-school youths reported selling drugs (Steinman, in press). The Consortium is currently preparing to capitalize on the anticipated media attention to expand awareness of the data and its value.

Provide data interpretation to different audiences and through a variety of venues

Funders were adamant about the need to help the community make sense of the data. This includes providing examples of best practices in using data to drive programming decisions. Although the aggregate data provide a community-wide sense of alcohol and other drug use in youth, an effort to target data interpretation to particular groups and for specific purposes would stimulate the catalytic change that funders are currently demanding and provide the community with pertinent, user-friendly information for sound decision making.

Conclusion

The PPAAUS is perceived as a credible, reliable, and anticipated source of information among practitioners, funders and researchers. Yet, there remains tremendous potential for more widespread and effective use. Our efforts to understand how practitioners currently use data and to identify the barriers and opportunities for how they might use the data will help in this process.

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The Coverage of Community Psychology in Introductory Psychology Textbooks

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The current research analyzed the representation of community psychology in 62 introductory psychology textbooks. On average, the 62 textbooks contained less than 1 page of community psychology material per textbook. For all of the textbooks, community psychology made up only .16% of the textbook content. Of the 59 textbooks with glossaries, only 27 listed the term community psychology and gave a definition. The field of community psychology is not being adequately represented in introductory psychology textbooks and therefore, psychology students are not being given enough information about the field to possibly pursue it as a career option.

In the American Psychological Association, the Society for Community Research and Action (SCRA) is Division 27, the division for community psychology. SCRA "is an international organization devoted to advancing theory, research, and social action" (Society for Community Research and Action). Community psychology is defined as "the branch of psychology concerned with person-environment interactions and the ways society impacts upon individual and community functioning" (Community Psychology Network).

Inclusion of topics such as community psychology in introductory psychology textbooks is important because introductory psychology is often the only psychology course that non-psychology major students will encounter (Buskist, Miller, Ecott, & Critchfield, 1999) and the course helps psychology majors to select future psychology courses. Decisions regarding majoring in psychology or pursuing a career in psychology often spring from the concepts learned in introductory psychology courses (Buskist, et al.; Maynard, Bachiochi, & Luna, 2002).

Introductory psychology textbooks are relied upon to present a comprehensive overview of psychology (Webb, 1991) and the core concepts of any discipline can be found in the introductory textbooks (Zechmeister & Zechmeister, 2000). In their research on textbook selection, Chatman and Goetz (1985) emphasized the importance of selecting a comprehensive textbook.

Previous research has shown that the applied subfields of psychology are often left out of introductory psychology textbooks. For example, Carlson and Millard (1984) looked at industrial-

organizational psychology and found that an average of only .4% of the text included industrial-organizational psychology material. The aim of the current study is to examine introductory psychology textbooks, published from 1997-2003, for community psychology content to see how community psychology is being represented in current introductory psychology textbooks.

Method

Materials

A list of 67 introductory psychology textbooks was assembled using an Internet search of publisher websites. Sixty-two (93%) of the 67 textbooks were collected utilizing college libraries and psychology professors. A score sheet was created by the authors for use in evaluating the textbooks. The score sheet consisted of the total number of pages, the number of pages with community psychology content, the chapter(s) in which the community psychology content was located, and if community psychology was present in the glossary of the textbook.

Procedure

To guarantee interrater reliability, two of the four researchers evaluated each textbook. The total number of pages was noted as being the last page of textbook before the appendices and other supplemental materials. The researchers looked up the term community psychology in the index of each textbook. If the term was located in the index, the page numbers with the term were recorded. The researchers then examined the pages for content related to community psychology. Up to five pages on either side of the page listed in the index were inspected for community psychology content. The total number of pages containing community psychology content in each textbook was logged on the score sheet. Inter-rater reliability was found to be 98%. When differences were found, the researchers re-examined the pages until the number of pages could be agreed upon. The glossaries were also evaluated for the presence of the term community psychology.

Results

Twenty-seven (44%) of the 62 introductory psychology textbooks contained some community psychology content. The average total number of pages for all of the introductory psychology textbooks was 612 (SD=90). The mean number of pages with community psychology content was 1 (SD=.19). This represents .16% of the material in introductory psychology textbooks. Lefton and Brandon's textbook Psychology (2003) had the most community psychology material with six pages, Nevid (2003) had five pages of content, and Bernstein, Penner, Clarke-Stewart, Roy, and Wickens (2003) and Bernstein and Nash (2002) had four pages of content each. The community psychology material was mostly listed in introductory chapters and a few of the textbooks had community psychology material located in applied psychology chapters. Of the 27 textbooks that contained community psychology, only 12 (44%) textbooks listed community psychology in the glossary.

Discussion

The results indicate that there is a lack of coverage of community psychology in introductory psychology textbooks. When community psychology is included in these textbooks, it is

usually only briefly introduced in an introductory chapter of the textbook. The lack of coverage implies that the psychological community does not value this particular area of psychology (Herzog, 1986; Roig, Icochea, & Cuzzucoli, 1991). Community psychology is an important topic to include in introductory psychology textbooks because community psychology is a way to reach people in need outside of individual therapy (Visser & Cleaver, 1999).

One way to correct the lack of coverage of community psychology is for community psychologists to become involved in introductory psychology textbook writing and revisions. Providing authors with accurate and in-depth information about community psychology that can be included in introductory psychology textbooks will help ensure that future introductory psychology textbooks include more information about community psychology. As introductory psychology textbooks writers begin to incorporate more community psychology into their textbooks, students will gain greater exposure to the field (Carmony, Lock, & Crabtree, 2000).

Second, community psychologists that teach introductory psychology should select textbooks with the greatest representation of community psychology. By doing this they will be supporting textbooks with community psychology material.

Third, community psychologists should encourage psychology faculty to spend class time on community psychology. They can volunteer to be guest speakers about the field and share with students information about possible careers in the field.

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Special Feature

Racial Socialization

Introduction

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This year marks the 50th anniversary of the Brown versus Topeka Kansas Board of Education decision proclaiming the end of "de jure" segregation in the United States. Elsewhere around the world, this year also marks the 10th anniversary of free and democratic elections in South Africa. Though progress has been made, we know we still face the challenge of the enduring effects of separate and often unequal. The testimony and research of several notable psychologists contributed to the deliberations in the historic Brown vs. Board case. Community psychology has contributed to further understanding multiple influences upon children of color and positive youth development. Some research has shown that racial socialization, the processes by which children and adolescents learn about their own race and how to handle issues of race, has an important influence upon the development of a positive racial-ethnic identity, and upon adaptation and achievement. The pieces in this section of *The Community Psychologist* provide a brief review of the research on racial socialization examining various approaches to racial socialization with children and youth at varying stages of development. These pieces also offer a glimpse at future directions for prevention and intervention including a model of racial socialization using community mentors. The work represented here by young scholars in the field examines the implications of racial socialization for promoting positive development and achievement among children of color.

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One of the stark realities that African American parents face is that ours is still a country in which their children must surmount historical stereotypes to establish a positive identity. Coping with discrimination, balancing one's existence in African American and mainstream culture, and developing a healthy sense of self are all tasks that minority youth must master in order to develop into well-adjusted adults. Presently, African Americans represent 12% of the U.S. population; this percentage is expected to grow to 16% by 2050 (U.S. Bureau of the Census, 2000). As the U.S. continues to diversify, greater acknowledgement and appreciation of these tasks can help increase the relevance of empirical efforts, and of preventive and promotive efforts, to ethnic minority populations.

One area that is receiving growing attention by researchers is racial socialization. Community Psychologists and others, in their attention to issues of diversity, have sought to understand the nature of parents' messages about race to children, their ecological antecedents, their consequences for ethnic minority youth's development, and their implications for prevention and promotion (Hughes, 2003; McKay, Atkins, Hawkins, Brown, & Lynn, 2003; Smith, Atkins, Connell, & Sizer, 2003). Using African American families as a focus, this article will highlight some important recent developments in this area.

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The Enduring Significance of "Race" in the United States

Although scholars acknowledge that "race" is a social construct rather than a biological one, racial perceptions remain a potent force in African Americans' lives. Racial categories serve as an easy avenue for us to simplify a complex world. Unfortunately, they are also used as a basis for discrimination. Racial profiling, housing discrimination, and disparate arrest and incarceration of Black youth have all been well documented as have more subtle forms of bias against youth of color (Ayres, 2002; Lundman & Kaufman, 2003; Massey & Lundy, 2001).

Racial discrimination has significant mental and physical health consequences for African Americans and other ethnic minorities (Rollock & Gordon, 2000), including subtle effects on youths' perceptions of their abilities (Steele & Aronson, 1995). In socializing children about race, parents aim to foster ethnic pride and to help children understand and cope with the challenges they will face. As Community Psychologists, we are well positioned to contribute to empirical knowledge about these processes and to use such knowledge in constructive ways.

A Conceptual Framework for Racial Socialization and Related Empirical Studies

A range of conceptualizations have been offered to capture parental efforts to help their children learn about race. Among the

most commonly cited is that by Boykin and Toms (1985), who propose that African American parents negotiate three different and often conflicting socialization agendas in rearing their children: socialization for effective functioning in mainstream settings, socialization informed by oppressed minority status, and socialization linked to a proximal Black cultural context. Thus, empirical studies have examined many aspects of racial socialization including preparation for racial barriers, cultural socialization designed to inculcate ethnic pride, communications to children that they can or cannot trust and rely upon people of other races, and emphasizing humanistic values including those of hard work and the equity of all races (Bowman & Howard, 1985; Hughes & Chen, 1997; Marshall, 1994; Smith, Atkins, Connell, & Sizer, 2003; Stevenson, Cameron, Herrero-Taylor, & Davis, 2002). Parents communicate race-related messages to children in multiple ways. Intentional verbal messages are studied most often, but messages can also be unintentionally conveyed in discussing current events and other family issues. Families' cultural environments (e.g., art, toys, books, involvement in cultural practices) also contribute to racial socialization processes.

Empirical work on racial socialization has sought to describe

its nature and frequency, its correlates in parents' and children's experiences, and its consequences for children's well-being and development. In this work, a range of approaches have been used. In some studies, adults and older adolescents report retrospectively about the racial-related values their parents emphasized (Thornton, Chatters, Taylor, & Allen, 1990). Other studies have relied on inductive coding of open-ended interview

questions (Bowman & Howard, 1985; Marshall, 1994). Still other scholars have developed standardized survey-based measures of racial socialization (e.g., Hughes & Chen, 1997; Stevenson et al., 2002) to facilitate investigation of these processes among larger samples of youths and parents. Although integration across these studies can be challenging, we believe that several themes have emerged, with implications for how Community Psychologists can benefit from and contribute to current work in this area.

First, parents vary greatly in the emphasis they place on race in their childrearing and in the nature of messages they transmit. Thus, recognizing within-group variability seems critical to our effective utilization of knowledge about the process. Parents who are more educated and who report personally experiencing racism tend to report higher levels of racial socialization (Hughes & Chen, 1997; Thornton, Chatters, Taylor, & Allen, 1990). Children's age and/or developmental stage may also be important (Hughes & Chen, 1997). Moreover, there seems to be a slight trend for girls to report more discussions with parents about race and for girls to report more cultural socialization and inculcation of cultural pride, while boys report receiving more messages to help prepare them for racial barriers (Stevenson, Cameron, Herrero-Taylor, & Davis, 2002). Age and gender differences among the parents have been found in some studies but these results are not consistent. In general, though, researchers' efforts to pin down predictors of the frequency and content of racial socialization have met with limited success. The perspectives offered by our discipline – e.g., our

emphasis on extra-individual phenomenon, our focus on culturally-embedded approaches, our thinking about behavioral and social regularities – can be useful, then, in furthering more sophisticated conceptualizations of factors shaping this process. Investigating factors such as school or neighborhood context, and community norms around inter-group relations, are all areas in which we might contribute.

Racial socialization has also been examined in relation to a relatively broad range of outcomes among children and youth. One of the most commonly investigated outcomes has been youth's racial preferences and identity development. Here, studies tend to suggest that children's identity development is enhanced by parental global socialization or more specific emphasis on cultural pride (Marshall, 1994). However, studies that have examined racial socialization influences on other youth outcomes have produced less consistent results. For instance, in some studies racial socialization appears to have salutary influences on academic outcomes (Bowman & Howard, 1985); in others no relationships have been found (Miller & MacIntosh, 1999); and still others have found inverse relationships (Marshall, 1994).

Smith, Atkins, & Connell (2003) research on family, school and community factors related to children's ethnic identity and academic achievement may provide an important clue to these sorts of inconsistencies and also highlights the importance of paying close attention to the complexities of the process. In this study, high levels of ethnic pride and perceived racial barriers had disparate relationships with academic achievement as measured by grades and standardized tests scores. Whereas high levels of child ethnic pride were associated with higher reading and math achievement, perceived barriers was negatively related to achievement. Likewise, Stevenson, Reed, Bodison & Bishop (1997) found that cultural socialization and an emphasis on ethnic pride had different effects on psychosocial outcomes than an emphasis on preparing children for racism they may encounter. This is one of many emerging themes embedded in research in this area.

Conclusion

Racial socialization is a set of complex, multifaceted strategies that ethnic minority parents use to ensure children grow, develop, achieve, and become well-adjusted in a society that may send messages to them that they are devalued. It may consist of proactive messages designed to promote in children a positive sense of their racial group and culture. Other messages are intended to be protective, to help prepare young people for encountering racism, derogatory comments, and discriminatory practices. Some work with early and mid-adolescence seems to suggest that a focus on cultural pride, engagement with family, and emphasis on spirituality may be more adaptive than attempting to familiarize and prepare young people for potential encounters with racism. Parents exhibit particular concern for preparing African American males for encountering racism. This is understandable in a society in which African American males are likely to be stopped for "driving while black," and disproportionately arrested and incarcerated. Yet, the empirical research finds engendering racial distrust may actually divorce children from society in a way that increases their antisocial and unlawful behavior. How do we prepare them for how to behave when they encounter potentially racist situations and still help them to be well adjusted? Inculcating in young people a sense of racial pride and involvement in their culture and extended family

and kin networks seems to be much more helpful to their psychological development.

These emergent themes, albeit preliminary, may have important implications for our future interventions with African American parents and youth. Minimization or ignoring race does not result in a positive sense of ethnic identity among African American young people. With this in mind, we might do well to consider what is being communicated by parenting or youth programs that are extensive and time-consuming yet ignore issues of race? Some current efforts, such as those by the first author, aim to support parents in their attempts to discuss racial issues with their children. Others efforts, such as those by Oyserman and colleagues (e.g., Oyserman, Terry & Bybee, 2002) provide supplemental education to minority youth regarding the existence of discrimination and its meaning in youths' lives. Given that minority parents and children are disproportionately affected by a number of negative outcomes in the U.S., bolstering approaches to address the complex issues that parents and children face could be of great service to these families. Indeed, coping effectively with racism, discrimination, and stereotyping in the school, and juvenile justice areas may be critical areas of skill for minority parents.

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The Need for Rigorously Evaluated Emancipatory Education for Black Youth in Public Schools

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After forty years of legal civil rights and twenty years of proposed reform, the current traditional mainstream education system still neglects to promote Black psychological and behavioral well-being by failing to infuse Black culture in the curriculum. Literature suggests that emancipatory education can address this gap through the infusion of Afrocentric cultural approaches in the traditional mainstream school system. However, to date, there are few known accepted models of emancipatory education in the traditional mainstream public school system, despite the great need; and of those that do exist, few have been rigorously evaluated or experimentally tested. This article: (1) discusses the need to have emancipatory education in the traditional mainstream public school system that is rigorously evaluated; and (2) introduces an emancipatory education model that was developed, implemented, and experimentally evaluated by the author.

Background

By looking at the socio-cultural reality of African American students—consigned to substandard, ill-equipped schools—the Supreme Court in the 1954 *Brown vs. Board of Education* case proposed that by physically altering students' school environment and integrating Black and White youth, the problems of inequality would be addressed (Miller, 1995; Tate, Ladson-Billings & Grant, 1993). While this *Brown* ruling was instrumental in bringing about significant advances in the social structure for Black youth (e.g., access to educational opportunities), it fell short in integrating the

cultural content of educational materials and providing a culturally enriching educational experience for Black youth. These disparities still remain today for African American youth in the traditional mainstream public education system. Black youth continue to experience curricula that do not celebrate their culture, accurately tell of their ethnic group's deeds and contributions to society, challenge the status quo or question oppressive systemic structures. Furthermore, Black students often do not experience a curriculum that promotes their personal and ethnic group's membership by accepting and affirming Blacks as full and contributing members in American society (Simms, 1978; Tate, Ladson-Billings & Grant, 1993; Woodson, 1990).

With the frequent exclusion of African and African American culture from traditional mainstream education, Black youth in these environments are often taught little about their cultural past, history, traditions and how they came to be part of present-day United States. Furthermore, by equating quality schooling with sharing educational space, and failing to provide a verbal interpretation of the desegregation model to the general public, the Supreme Court in 1954 left individual school districts free to develop educational responses that have often failed to address the needs of African American students.

Emancipatory Education: An Alternative

According to a number of theorists (Akoto, 1992; Azibo, 1992; Garibaldi, 1992; Lewis, 2003; Lomotey, 1988; Madhubuti, 1994; Shujaa, 1994; Tafari, 1995), emancipatory education is one type of alternative training that is especially salient for African Americans today. Emancipatory education literally means "freedom education" and refers to a process of training that aims to empower and liberate Black people from the effects of racist ideologies and social institutions that exist in contemporary society. Emancipatory schools today attempt to achieve this goal by connecting African American culture with Africa through the introduction and infusion of Afrocentric cultural approaches into curriculum and training (Azibo, 1992; Akoto, 1992; Lewis, 2003; Shujaa, 1994; Viadero, 1996). Afrocentric approaches are based on an African-centered pedagogy, which places emphasis on *Maat* principles. *Maat* is defined as order, harmony, balance, righteousness, and truth (Karenga, 1982) and represents a historical model of ethical character that is centered in the African experience.

Karenga (1980) asserts that cultivation of this African-centered pedagogy could lead African Americans to develop skills necessary to resist the political and cultural oppression they experience. The core elements of an African-centered pedagogy involve: (1) "Legitimizing African stores of knowledge; (2) Positively exploiting and scaffolding productive community and cultural practices; (3) Extending and building upon indigenous language; (4) Reinforcing community ties and idealizing service to one's family, community, nation, race, and world; (5) Promoting positive social relationships; (6) Imparting a world view that idealizes a positive, self-sufficient future for one's people without denying the self-worth and right to self-determination of others; (7) Supporting cultural continuity while promoting critical consciousness; (8) Promoting the vision of individuals and communities as producers rather than as simply consumers" (Lee, 1992: 165-166).

Emancipatory schools that implement this African-centered pedagogy promote norms and values different from traditional mainstream schools. In particular, emancipatory schools emphasize collective work and responsibility vs. individuality, cooperative

learning vs. competitiveness, and spirituality vs. materialism (Freire, 1983). In general, Emancipatory schools have clear philosophical and academic missions grounded in transmitting African American culture by teaching African American youth, as well as other ethnic youth, to think critically and question everything, to understand “true history,” and to practice a lifestyle which recognizes the importance of African and African American heritage and tradition (Carol Lee as cited by Shujaa, 1994, p. 306; Lewis, 2003). This is done by teaching traditional African academic subjects as well as the moral, ethical, and cultural values and heritages of their communities (Foster, 1992). Emancipatory educational environments also recognize the inclusion of a more accurate view of United States and world history, which embraces the cultural acknowledgment, contributions, and perspectives of African Americans, Native Americans, Asian Americans, Hispanic Americans, and those of underrepresented eastern European groups (Lee, 1992). Essentially, schools following this emancipatory philosophical orientation take a proactive stance in defining, within a community context, the possibilities and gifts that Black youth can offer the world (Lee, 1992).

This expressed intention of including Black students in education and encouraging them to become productive citizens in a society that faces global community challenges has been followed by people of African descent for over two hundred years. Within this period of time, Blacks have been creating their own educational establishments in the United States (Ratteray, 1992).

Following in the tradition of African American independent schools in the previous decades, contemporary emancipatory schools have been developed to address social inequalities, serve as examples of institution building, and provide a service to their communities (Ratteray, 1992). Afrocentric schools marked the beginning of emancipatory education since the decline of Freedom schools in 1972 (Woodard, 1977). However, African-centered schools have slowly spread from mostly private academies, under the Council of Independent Black Institutions (CIBI), to nontraditional charter schools like the Nsoroma Institute in Michigan, which is avowedly Afrocentrist (Viadero, 1996).

Positive Outcomes of Emancipatory Education

Many theorists (Akoto, 1992; Azibo, 1992; Freire, 1998; Garibaldi, 1992; Lomotey, 1988; Madhubuti, 1994; Shujaa, 1994; Tafari, 1995) have argued that this alternative form of education can have positive outcomes on African American well-being. Empirical evidence in this area similarly concludes that this alternative form of education can have positive consequences on African American well-being. For example, test data from a sample of African American independent emancipatory schools revealed that most students performed above the national norm on such tests as the Comprehensive Test of Basic Skills, the California Achievement Test, the Iowa Tests of Basic Skills, the Metropolitan Achievement Test and the Stanford Achievement Test. More specifically, data from over 2,300 such schools indicate that 64% scored above the mean in reading and 62% ranked above the norm in math. When a sample of emancipatory school alumni were surveyed about their experiences, more than half were enrolled in college years before high school graduation and were seeking medical, health-related, business administration, or management degrees. Many of these alumni reported that the most important characteristic of their schools were the schools’ academic curricula, school climate (‘family-like’ atmosphere), bonds with teachers,

small student body, and the affirmation of African American culture in the schools (Ratteray, 1992).

Further research by Lewis (2001), found that African American youth in emancipatory schools were more likely than youth in traditional mainstream public schools to internalize their racial identity and feel good about being Black. Qualitatively, these youth in emancipatory schools were also more likely than youth in traditional mainstream schools to engage in social change strategies that challenge the status quo and make a difference about racism in society.

Anecdotal and empirical research suggests that emancipatory education offers countless opportunities for African American youth. In spite of the vast opportunities and potential for positive Black youth outcomes that emancipatory education offers, there are drawbacks to having such institutions run independently.

Shortcomings of “Independent” Emancipatory Education

While emancipatory education in the United States today can have considerable positive impacts on African American well-being, there are some major drawbacks to having such institutions run *independently*. For example, education literature suggests that the national support network for the independent African-centered school movement (Council of Independent Black Institutions—CIBI) is underfunded and thus has not been able to provide the level of support that its member institutions desperately need (Lee, 1992). Furthermore, many independent Black institutions that have started in the last two decades have failed as a result of their lack of funding, centralizing leadership in a “star” individual or elite group, inadequate in-service training for staff, and narrow ideological foci with little grounding in or support from the communities being served. Moreover, “some of the surviving schools do not provide developmentally appropriate instruction and others require young children to master meaningless rote material. Still other schools are not broad enough in their base to attract children other than the biological children of their organizational members, nor do they attract families who are not explicitly political pan-Africanists or those from poor and working-class backgrounds “ (Lee, 1992, p 174). Finally, lack of school funding at these institutions has shaped their inability to involve large numbers of students because of lack of resources.

Essentially, few Black youth today have the opportunity to benefit from the excellent services of independent emancipatory education relative to the number of African Americans in the United States. Because a large majority of African American youth receive traditional mainstream public education, and often confront a host of negative psychological and behavioral outcomes there (Harvey, 1984; Shujaa, 1994), it is critical that efforts be taken at local levels to implement emancipatory education in traditional mainstream public school systems in a way that can be beneficial and successful for all of those involved.

Some researchers have developed and implemented emancipatory-like interventions in the mainstream school system and have demonstrated success by way of quantitative and qualitative data gathering techniques (Watts & Abdul-Adil, 1998; Oyserman & Bybee, 2001). However, few mainstream school-based emancipatory education interventions have been rigorously evaluated or experimentally tested over time. Rigorous evaluation of such programming is critical to increase accountability and decipher whether the program is really working as intended, inform decision making, promote program effectiveness, assess cost-effectiveness, secure and maintain program funding, and contribute

to policy development. To address this gap, Lewis (2003) employed an experimental design that implemented and evaluated a school-based emancipatory intervention to enhance the psychological and behavioral well-being of African American adolescents in a traditional mainstream school.

Education for Liberation: A Rigorously Evaluated Emancipatory Education Model for Black Youth in Public Schools

To begin addressing the shortcomings of independent emancipatory education and the disparities for Black youth in mainstream public education, I developed an alternative model of emancipatory education for use in public schools. The model is called *Education for Liberation (EFL)* and uses a promising education framework drawn from elements of East African Ujamaa philosophy and practice. The model was developed specifically for African Americans from four critical aspects of 'Educational for Self-Reliance' (ESR) in Tanzania as researched by Lewis (2001) that focuses on: (1) Cultural Maintenance, (2) Collectivism, (3) Strong Mental Attitude and Achievement, (4) Leadership/Social Change.

Education for Self-Reliance was a post-independence education policy that was based on the realization that the education system inherited by Tanzania from the British was far from appropriate for an African country. The aim of ESR was to help Africans become self-reliant as a collective group and positive change agents in their community. It encouraged the development of an inquiring mind, an ability to think critically and adapt the education systems to one's own African needs, a basic confidence in one's own position as a free and equal member in society, and valuing others for what they do and not for what they obtain. Moreover, this education was reconnected with community participants and engineered to serve the community as a whole. Children were given leadership responsibilities and the community had to become involved in the school activities. Social change was always the goal (Mosha, 1990).

Like Education for Self-Reliance in Tanzania for Africans, Education for Liberation in the United States for African Americans aims to liberate Blacks from the mental and physical stronghold responsible for their underdevelopment by: (a) infusing African and African American culture into the curriculum; (b) applying commendable and standard teaching methods and teaching resources that are culturally sensitive to the needs of African American students and aim to develop an inquiring mind, critical thinking and self-confidence among students at all levels; (c) the application of cohesion-building activities that develop team spirit and collectivism; (d) the integration of theoretical and practical learning to enhance mental attitudes and achievement; (e) the promotion of school-community partnerships and student participation in projects that increase Black student involvement in innovative leadership and social change. The execution of this Education for Liberation model in U.S. public schools was coined Project E.X.C.E.L (Ensuring eXcellence thru Communalism, African Education & Leadership) by its creator Kelly Lewis, and has demonstrated cultural, academic, psychological and behavioral success among Black public school youth in Detroit. A longitudinal evaluation design was employed where the emancipatory intervention was provided to a randomly selected group of student participants in a traditional mainstream school to test the psychological and behavioral outcomes of the intervention

on youth participants. The results from this evaluation have the power to increase program accountability, inform future programming in traditional mainstream schools, promote program effectiveness, secure future program funding, and contribute to policy development. This underscores the need to continue evaluating such emancipatory education programs.

Future publications by Lewis will not only highlight the details of the EFL model, the Project E.X.C.E.L. curriculum, and the evaluation methods used, but will also discuss specific ways in which the EFL model and Project E.X.C.E.L. have proven successful for African American youth in traditional mainstream public education. Lewis will also continue to underscore the criticality of rigorously evaluating such emancipatory programs in the future.

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The Racial Socialization of Urban Boys: Using Mentoring as a Mechanism for Academic Success

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Yale University School of Medicine

The relationship between mentoring and education has been significantly documented in the educational literature. Mentoring, as a psychological construct, has its foundation in the work by Bandura (1969). Taylor (1989) argued that the “establishment of primary role model identifications is an essential aspect of the developmental and maturational process” (p. 168). He saw this process as the means by which psychosocial identity becomes a more mature interplay with the identities of the youth’s role models (p. 169). This point of view suggests that role models have no utility of their own and function within the definition of their status provided by the subject, attempts to isolate those intra-individual factors that impact on and interact with the needs and skills of the mentee, and uses the strengths of the mentor (Taylor, 1989). Taylor stated that school is a particularly important contributor to this experience. This is a brief report from a larger dissertation research project. It examines the relationship between mentoring and its positive impact on racial socialization and academic outcomes for African American and Latino boys.

Negative school experiences impact the feelings of fate and control among Black male youths (Taylor, 1989). Kunjufu (1985) argued that the education institution is the “most flagrant institution which contributed to the destruction of African American [Black] boys” (p., viii). Kunjufu’s assertion rests on his “observation” that by the fourth grade many Black boys begin to exhibit signs of intellectual retrogression. To remedy this experience Taylor called for teachers to be more sensitive to the unique problems of Black male youths. He saw a lack of sensitivity as resulting in estrangement from the school environment and the establishment of distancing strategies that enable youth to maintain positive self-efficacy and self-esteem. This discussion begs the question; can mentoring positively impact the socialization of minority youth, in

general, and “minority boys,” specifically, in educational settings?

Conceptually, the integration of mentoring as a tool to enhance the positive experiences of minority students in educational settings is valuable. Levin (1951) posited that behavior is a function of the person and their environment and the interaction between the two. This discussion requires that any investigator have a clear picture of the forces that preclude minority youth from engaging in educational settings. The analysis of educational achievement for minorities must take an emic, or intra-cultural, perspective in order to decrease the number of false conclusions (Arce 1981, Hughes 1985, Maldonado 1975, and Westermeyer 1985). It must also ensure that the structural or etic forces that play a role in attracting or repelling ethnic minority students in academic settings are considered. Consideration of both perspectives then lends greater insight and opportunities for intervention. Tierney (1993) highlighted that when one perspective is seen as more relevant problems arise. The conceptual framework used in this investigation posited that for boys to feel supported academically an environment needed to be created where they received messages that their academic success was important, consistent assessment was done with the boys that the messages they received had meaning and were important to them, and that they received messages from their extended community and family network that education was important to their and the community’s success.

Given the racial group used in this investigation, a broader view of identity had to be developed. This identity necessitated the boys consider the ethnic group to which they belonged and the predominant messages they received and internalized about that status from individual and larger social levels. This consideration takes into account Stevenson’s (1994) broadened view of ethnic identity and its development through the exploration of racial socialization. In his work, Stevenson’s main focus has been the measurement of racial socialization and its relationship with observable outcomes (e.g., ethnic identity development and academic success). The examination of racial socialization from a multidimensional perspective attempts to isolate those processes whereby children develop a sense of their unique ethnic/racial identity. The relevance of this construct for minority populations is underscored with close integration of misguided and historically spurious conclusions drawn from research with minority children (Cross, 1991). Moreover, scholars have stressed the importance of understanding how parents raise their children in what can be at times a racially hostile world (McAdoo, 1988; Boykin & Toms, 1985). Ethnic socialization was defined as a “developmental process by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group and come to see themselves and others as members of such groups” (Rotheram and Phinney 1987, pp. 11) and starts with the basic needs of all children (Peters, 1985). Several models of racial socialization have sought to understand how families provided mechanisms that buffer the impact of racism while promoting a sense of cultural pride (Bowman & Howard, 1985; Hughes, 1985, Sanders & Thompson).

Stevenson’s (1994) strength-based focus provided a forum for the exploration of success and failure and how ascribed roles are embedded in these results, which could be impacted by the familial context. It is important to note that this discussion by no means suggests that the integration of this view into the thinking about how individuals are successful in society reduces the “blame” to the individual and as a result, absolves society from the role it plays in the experience of racism. One racist example seen in the current media is the attention to the plight of White boys as a result of

multiple incidents of school violence in suburban communities. The differential call for action in light of years of exposure to violence in urban communities sends a clear message to urban Black boys and men about their relative importance and value to society.

Program Overview

The Benjamin E. Mays Institute (BEMI) is a program designed to foster the academic development of African American middle school boys. Students enrolled in BEMI represent a cluster of 7th and 8th grade boys that attend a public urban middle school that is located in a mid-size city in the Northeast. This program is embedded within in a co-educational setting with an enrollment of over 1,200 students. Introduced by community members in response to the observed academic failure of students attending the school, BEMI was designed to address the academic failure of students through alternative program structures by impacting the intellectual, spiritual, physical, and social needs of the students through role modeling and mentoring. The BEMI program sets high standards and fosters competencies in the areas identified earlier with a supplemented curriculum. Through structure and firm leadership, BEMI seeks to facilitate the students' ownership for their education while increasing their responsibility, self-discipline, and motivation.

Central to the efforts of BEMI is the integration of inter-generational positive male role models and mentors for students who participate in the program and including the parents in monthly meetings and off-campus studies programs. Teachers, students, and parents referred students selected for enrollment in the BEMI cluster. The coordinators of the program attempt to accommodate all students referred. Students are selected for the BEMI using the following criteria: Students who may have repeated a grade but expressed an interest in improving themselves academically; 20% of the students entering middle school who have been labeled "at risk" by their previous instructors; demonstrated attributes which include cooperation, determination, focus, appropriate behavior, consistent attendance, and positive problem-solving approach; willingness to participate in community activities at least two hour per month; and consistent parental involvement through regular attendance to board/PTO meetings, chaperon field trips, assistance at school during the day, active supervision of homework, and involvement in academic planning for the cluster.

Findings and Discussion

Overall findings from the study showed significant group differences were observed among the dependent variables of interest. That is, students who participated in the BEMI cluster scored higher on indices of academic achievement, racial socialization and identification with academics than African American male students not enrolled in the BEMI cluster. These findings indicate that BEMI has had some success in creating an environment where Black male students felt supported. This support occurs in a number of arenas: school environment, home,

and community and appears to have a positive impact on their self-concepts as individuals of color. Given what appears to be an environment that celebrates and embraces the racial/cultural experiences of the students, students then have the opportunity to clearly explore and understand the impact that their ethnic/cultural heritage can/will have on their developing identity. The cultural emphasis of the program is seen in the Afrocentric methodologies and principles that guide the instruction given and is reinforced by their mentors.

In this investigation, BEMI students demonstrated a sense of pride in self, community, and their academic success. Creating a sense of pride in self and for one's place appeared to open a number of doors for the students in the BEMI program. They allowed themselves to be cared for by others and importantly, other men of color. This program notably addressed racial socialization by

Given what appears to be an environment that celebrates and embraces the racial/cultural experiences of the students, students then have the opportunity to clearly explore and understand the impact that their ethnic/cultural heritage can/will have on their developing identity.

tapping into the social messages students received about the impact of their status, as persons of color, on their ability to successfully negotiate complex school environment. Stevenson (1994) stressed the relative importance of this knowledge in preparing students for "inevitable" conflicts as they have more contact with environments other than the one into which they were born. The positive sense of self enhanced their interactions with their mentors, teachers, parents, and community. When these environments then responded positively, the connection that the students felt to their school and community was

strengthened. The BEMI program then used this connection to create an environment where the students could achieve and excel academically. Through interactions with the mentors, their community service projects, school success, positive regard from their teachers, positive regard and support from home, and opportunities expanded their realm of experience, the students continued to develop a positive sense of self. In a presentation made by this author to students about this study, one student emphasized that achieving academically is Afrocentric. Thus, internalizing the message that their success was tied to their ethnic heritage was not only important but it addresses the students' orientation to school and the opportunities that school can offer to them and their community.

Embedded in their socialization experiences for the BEMI students were the use of spirituality to help them cope with their environments and experiences. Spiritual faith can add to the lives of young men and the African American community as they develop into adults (Canada, 2000, Kunjufu, 1985). BEMI students' racial socialization responses suggest that, not only are they consciously aware of their spirituality, they use this aspect of their lives to approach and surmount obstacles. Feeling more cared for by their immediate and extended family was more pronounced for the BEMI students than students not involved in BEMI. Kunjufu (1985) encouraged African American families to utilize the supportive, extended family networks in raising and protecting African American males. The BEMI program appears to be fostering an environment for boys that is close and intimate where they can feel more connected to adults, their peers, and their community. This model provides a promising example of how community inspired programs like the Benjamin E. Mays Institute

can have a positive impact on the holistic development of African American boys.

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Request for Proposals: Student Research Grant Application

Rules and Procedures for AY 2003-2004

The SCRA Student Research Grant is presented by the Society for Community Research and Action to supplement the financial needs of students' independent research projects. The goal of the SCRA Student Research Grant is to provide pre-dissertation level students an opportunity to devote themselves to a period of intensive research without additional employment obligations. The Award is competitive and is given on the basis of the quality of a student's grant application. It is anticipated that 1 award will be made for AY 2003-2004. Deadlines for applications are **June 1, 2004**. Applications will be reviewed and decisions regarding award disbursement will be made by the Student Research Grant Committee by August 31, 2004.

Terms of the Award

Recipients of the SCRA Student Research Grant will receive a stipend of \$500.00 for one year. The funds will be disbursed upon notification of the award. The grantee will submit a report detailing progress on the research project and justification and proof of appropriate use of funds to the SCRA Student Research Grant committee.

Eligibility

- To be eligible for the SCRA student research grant, you must be:
- a graduate student or apprentice within a non-academic setting that has not obtained doctoral candidate status within their program
 - a member of SCRA
 - in the planning or pilot stages of the research project for which you are seeking funds (i.e., this award is not for projects that have been completed prior to RFP)
 - advised by a faculty member or professional supervisor who is a SCRA member

Grant Review Criterion

Grant proposals will be reviewed and judged by a committee, overseen by a member of the executive committee, which is comprised of: the two current student representatives, one past student representative, and 1-2 student members of SCRA, using the following criteria: 1) relevance to community psychological theory and concepts; 2) extent to which it fulfills research in one of the areas listed below; 3) clarity of writing; and 4) feasibility of project completion.

Relevance to Community Psychology

The grant proposal's relevance to the theoretical perspectives, goals, or concepts prevalent in community psychology will be weighted most heavily in award disbursement decisions. The proposal must clearly reflect how the research utilizes, contributes to, or expands on existing community psychological principles. Applicants should demonstrate their knowledge of community psychology principles and ability to implement sound research based on existing theories.

Proposed Research Focus

The extent to which the proposal meets the specific criteria/research areas listed below will be evaluated. These research foci were chosen because one of the primary goals of this grant program is to encourage more researchers to pursue those areas of research that have been understudied or under-focused within community psychology but have been highlighted as relevant and critical aspects of the field. The areas of research are chosen each year by the student representatives. Proposals that do not fit into one of the three specific criteria defined above will not be eligible for an award, and thus will not be considered.

AY 2003-2004 Research areas:

- Public policy

This area of inquiry includes projects focused on the application of research methods to the analysis of health or social policy issues. This area of research may also include projects designed to document or evaluate the implementation of city, state, and national policies.

- Under-studied populations in community psychology

Although our discipline has done a good job at reversing a historical tendency of ignoring "minority" populations and historically oppressed groups, certain groups remain largely unattended to. These groups include gay, lesbian, bisexual and transgendered (GLBT) people, the elderly, immigrants, and refugees. This area of inquiry therefore includes action and research projects that concern themselves with the experiences, development, and/or actions of groups that Community Psychology needs to pay more heed to.

- Sociopolitical development

This area of inquiry includes multiple approaches to examining or affecting individuals' or groups' *sociopolitical development (SPD)* and individual and collective understandings of, and/or responses to oppressive or unjust conditions. SPD is a psychological process that covers the range of cognitions, skills, attitudes, worldviews, and emotions that support social and political action in its many forms. the effects of oppressive social systems on individuals and communities as well as the perpetuation of oppressive structures by individuals and communities.

Clarity of Writing

Weight will be given to the clarity of writing evident in the proposal. The grant submission process provides an opportunity for students to prepare for writing other competitive grants, scholarships, and fellowships offered by other institutions (both private and public). Thus, applications will be judged on the brevity and clarity of the proposal.

Grant Proposal Sections

We are requiring applicants to submit an approximately *10 to 15-page* grant proposal in order to be considered for funding. The proposal should be comprised of four main sections: 1) a brief literature review, 2) a methodology section, 3) a proposed plan for analyses, and 4) a budget. Incomplete grant proposals will not be reviewed. Please submit 5 copies of the application.

Literature Review

The literature review should be a brief *one to two pages* in which the applicant provides background information on the problem and sufficient justification for the proposed study. The literature review also must contain the specific research questions, and, if appropriate, hypotheses under examination in the current proposal. Literature reviews will be judged on the extent to which the applicant successfully conveys the need for the current research, and its' role in addressing a problem identified in the literature or community in which the research will be conducted.

Methodology

The methods section of the grant proposal should be a detailed, *six to seven pages* component in which the applicant describes in detail how the proposed study or project will be conducted. Characteristics of the intended target group/participants should be fully described. Additionally, applicants should address how participants will be recruited for the project and what they will be asked to complete as part of the project. Any sample measures, if available, should be attached as appendices. Consent, assurance of confidentiality and debriefing procedures must be addressed as well. Finally, the study design should be discussed, including resources utilized. If the applicant will be collaborating with any other facility or program, a letter of collaborative intent from a representative of that facility or program should be attached as an appendix. Applicants are also encouraged, but not required, to conduct a power analyses when determining the number of participants needed, and to provide information on this analyses in the methodology section of the application. Methodology sections will be judged on their scientific merit as well as their demonstration of the applicant's ability to initiate and conduct the research. Funding for grants will be contingent upon proof of local Institutional Review Board approval.

Analytical Plan

The grant application must include a *two to three page* proposed plan for analyses. In this section, the applicant should address how program or study effects will be tested. This entails addressing each research question or hypothesis, and discussing a respective analysis procedure. Analytical sections will be judged on the applicants' ability to evaluate her or his hypotheses with appropriate techniques. Statistical or qualitative procedures must be detailed and justified. However, applicants who wish to apply but whose grant application requires highly specialized, new, or

relatively little-used techniques are encouraged to seek out individuals (such as statisticians, professors, or other mentors) to collaborate with on analyses; if an applicant desires to do this, it should be mentioned in the grant application.

Budget.

The grant application must include a budget for the entire research project. This section should include all expected costs and additional sources of funding. Applicants must indicate which expenses they intend to cover with the SCRA student research grant if they are awarded. This section may be formatted in a table or standard text.

Feasibility of Project Completion

Applicants must demonstrate that the funded portion of the research project can be completed within one year of receiving the grant. A proposed timeline must be submitted with the application.

Status of Human Subjects Review Process

If the applicant is housed in a university or college setting, a statement regarding the status of the project's human subjects review/institutional review board process must accompany the application. If human subjects/institutional review board approval has been received for the proposed project, letters stating approval should accompany the application. Although human subjects/institutional review board approval is not necessary prior to submitting a grant application, if the applicant is housed in a university or college, proof of approval by a human subjects/institutional review board is required before awards will be disbursed.

Supporting Documentation

In addition to the above proposal, the following supporting documents must accompany the grant application:

- An abstract of 100 words or less summarizing the proposed research
- A cover sheet stating the title of the proposal, name of the investigator/grant applicant, and applicants' mailing address, phone number, fax number, and email address.
- A letter of support from the departmental chair, or mentor if from a non-academic setting, verifying that the applicant has not yet advanced to candidacy
- A letter of recommendation from a faculty member or academic or professional supervisor who is a member of SCRA

Complete grant applications must be received by June 1, 2004.

Please mail complete applications to:

Sawssan R. Ahmed M.A.
Department of Psychology
Wayne State University
Detroit, MI 48202



Awards

Fanny Cheung to Receive Presidential Citation at APA

APA President, Diane F. Halpern, PhD, will be presenting Dr. Fanny Cheung with a presidential citation at the closing session of APA's 2004 annual convention. Dr. Cheung is currently Professor of Psychology and Chairperson of the Department of Psychology, The Chinese University of Hong Kong. In addition to Psychology, she pioneered the field of gender studies in Hong Kong and set up the Gender Research Center at the Chinese University. She has been a former Dean of the Faculty of Social Science. Since the 1970s, she has been active in promoting women's development. She spearheaded the War-on-Rape campaign and set up the first community women's center in Hong Kong. She served as the founding Chairperson of the Equal Opportunities Commission from 1996-1999 and is currently a member of the Women's Commission of the Hong Kong SAR Government. Dr. Cheung is a past President of the Hong Kong Psychological Society and of the Division of Clinical and Community Psychology of the International Association of Applied Psychology. She is a Fellow of the American Psychological Association (Division 35). Her research interests include personality assessment and gender equality. She has developed the Cross-Cultural (Chinese) Personality Assessment Inventory as an indigenous measure in Asia.

Keith Humphreys Awarded "Research Career Scientist" Status by VA System

Keith Humphreys, associate professor of psychiatry and behavioral sciences at Stanford University School of Medicine, has been awarded the status of "research career scientist" by the Department of Veterans Affairs' Health Services Research and Development Service. This renewable award, which initially is for five years, supports the careers of investigators who have distinguished themselves through scientific achievement and contribute to the VA research program. Keith directs the Program Evaluation and Resource Center at the VA Palo Alto Health Care System. Keith will use the award to continue his research on self-help organizations, addiction treatment, and federal mental health policy. Notably, of the 11 people in the national VA health care system who have received "research career scientist" status, two — Keith and Rudolf Moos — are community psychologists.

Geoff Nelson Awarded "University Research Professor" Status by Wilfrid Laurier University

This honor recognizes outstanding research accomplishments and provides the recipient with resources to dedicate an entire year to research endeavors. The broad objectives of Geoff's research during his tenure as University Research Professor during 2004-05 are: (a) to document and disseminate exemplars of "best practices" in community mental health and primary prevention, and (b) to develop a new grounded theory of how "best practices" in community mental health promotion and primary prevention can be maintained and enhanced in diverse settings. Specific research

projects include a 3-year outcome evaluation of self-help organizations for people with serious mental illness and a study of the sustainability of a community-driven primary prevention initiative (Better Beginnings, Better Futures) for families with young children in eight Canadian communities in the Ontario province.

In Memoriam

Dr. David E. Stenmark

Dr. David E. Stenmark passed away at the age of 61 after battling a serious illness. In 1972, Dave served as the Secretary-Treasurer of SCRA and then President in the late 1970s. While David became less active in the Division over the years he never lost his zest for talking about community psychology, applying community psychology principles in his work, and most definitely in his teaching of both graduate and undergraduate students at the University of South Florida.

Dr. David E. Stenmark, was born on August 8, 1942, in Des Plaines, Illinois, he received his B. A. degree from Western Illinois University in 1964 and his Ph. D. in psychology from the University of Alabama in 1969. In addition to being an excellent licensed clinical psychologist and active in community mental health, Dr. Stenmark also was a professor of psychology from 1969 to 1977 at the University of South Carolina.

Since 1977, David was a professor of psychology at the University of South Florida; his accomplishments included being the Director of the doctoral program in Clinical/Community Psychology on the Tampa Campus, and for the past number of years a professor on the Bayboro Campus in St. Petersburg. In addition to having written numerous grants and professional publications, Dr. Stenmark was a revered teacher to thousands of students over his 34 years as a professor. Among his many honors and awards, Dr. Stenmark was a Fellow in the American Psychological Association and the recipient of USF's 1987-1988 Outstanding Teacher Award.

David is survived by his wife, Deborah, as well as his three children, Mark (from Charlotte, North Carolina), Monica Culliton (from Tallahassee, FL), and Marcie (from Tampa, FL), and his first wife Rosemary (from Tampa, FL), and five grandchildren.

The family has requested that in lieu of flowers, donations be made to the Centre For Women, 305 South Hyde Park Avenue, Tampa, FL 33606 in David's memory.



Going to the APA Conference in Honolulu?

Cliff O'Donnell, our SCRA host in Hawaii, suggests you take time to enjoy. . .

The Sand & Surf . . .

The best beaches are outside of Waikiki (car or tour bus required, if you don't want to spend a few hours on the city bus). Heading East on the H-1, here are some in order:

Hanauma – at the top of the hill just past Hawaii Kai. Snorkeling (rent the gear), small entrance fee (closed on Tues.)

Sandy's – just past the Blowhole; Dangerous shore-break makes it the top beach for spinal injuries; not recommended

Makapuu – just past the top of the hill from Sandy's; rough-water beach; beautiful to look at, great for body-surfing, not swimming

Waimanalo Bay Beach – (past Waimanalo Park Beach), on the Windward side of the island; great for walking, swimming, body-surfing, and picnics

Bellows – immediately after Bellows. Similar to Waimanalo Bay Beach; only open weekends (from noon on Fridays) and holidays

Kailua Beach Park – on the Windward side is good for walking, swimming, wind-surfing, and kite-surfing (rentals available)

Lanikai – (next to Kailua) is great for windsurfing

Sunset and Waimea – beautiful beaches on the North Shore;

and the Sights

Atlantis Submarines – leaves from Waikiki by the Hilton pier; explore underwater marine life (973-9811)

Chinatown – best to stroll through on a Saturday morning to catch the food shoppers and bustling Asian market settings

Hiking – many excellent trails on Oahu with stunning views, except for hiking up Diamond Head, hiking is best done with a group. Call Hawaii Nature Center (955-0100), Sierra Club (538-6616), Trail & Mountain Club (262-2845; 488-1161), or Hawaiian Islands Eco-Tours (236-7766) for info

Honolulu Botanical Gardens – several gardens in different ecological settings around Oahu. They include Foster (522-7066), Wahiawa (621-7321), and Hoomaluhia (233-7323). Call for info and directions or take a tour with Hawaiian Islands Eco-Tours (236-7766)

Iolani Palace – the official residence of the kings and queens of Hawaii before the overthrow, now beautifully restored; call for reservations (522-0832)

National Memorial Cemetery of the Pacific (Punchbowl) – beautiful views, moving and informative exhibit (532-3720)

Pali Lookout – Stunning views of the Windward coast; off Pali Highway, between Honolulu and Windward side

Parasailing – water-skiing and several other water sports in Hawaii Kai at the Koko Marina Shopping Center (385-4737)

Pearl Harbor – the Arizona Memorial (422-2771) is the number one visited site in Hawaii; exceptionally well-done, informative, and moving; arrive by early afternoon to get tickets (free)

Puu Ualaka State Park – off Round Top Dr., for beautiful panoramic view of city (look-out is at the end of the Park)

Queen Emma Summer Palace – former summer retreat for Hawaiian royalty; 595-3167

Sea Life Park – across from Makapuu Beach; exhibits and dolphin show (259-7933)

And be sure to sample the many flavors of the island...

More suggestions from Cliff O'Donnell. All the restaurants listed in Fine Dining and Casual can be reached easily by walking or a short bus ride. Those listed in Worth the Trip require a car or longer bus ride.

Fine Dining

Brunch

Orchid's: the world's best Sunday brunch; wonderful Euro, Asian, and local dishes; ocean-front setting in an attractive hotel; make reservations weeks in advance; Halekulani Hotel in Waikiki, 2199 Kalia Rd.; 923-2311

Dinner

Bali – in the Hawaiian Hilton Village; island-style continental; excellent food and attractive surroundings; 949-4321

Chai's Island Bistro – in Aloha Marketplace; great Eur-Asian food; live local music at dinner; also open for lunch; indoor and outdoor seating; 585-0011

Golden Dragon – upscale Chinese restaurant in the Hilton Hawaiian Village Hotel; 946-5336

Hy's – excellent steaks and flambé desserts; plush indoor setting; in Waikiki at 2440 Kuhio; 922-5555

Keo's – rated as best Thai in USA; lunch & dinner; in Waikiki at 2028 Kuhio; 951-9355

Kincade – consistently good; known for fresh fish and chops; reasonably-priced; in Ward Warehouse; lunch & dinner; 591-2005

Kyo-Ya – traditional Japanese food in garden-type setting; 2057 Kalakaua; 947-3911

La Mer: French/Continental with an island touch overlooking the ocean; in Halekulani Hotel 2199 Kalia Rd.; expensive; 923-2311

Longhi's – house-made pasta dishes; overlooks Ala Moana Beach Park and the ocean; look up the recipes in the Longhi cookbook at every table; in Ala Moana Center; 947-9899

Marbella – wonderful, innovative dishes (Mediterranean); reasonably-priced; colorful décor; no view; also lunch M-F; walk from Convention Center at 1680 Kapiolani; 943-4353

Matteo's – rated one of the top 50 Italian restaurants in the USA, but no view; in Waikiki at 364 Seaside Ave.; 922-5551

Meritage – in Restaurant Row; good food with an island touch at reasonable prices; lunch and dinner; no view; 529-8686

Michel's – excellent French food with an island touch; looking out to the beach; rated one of the most romantic restaurants in the USA; expensive; in the Colony Surf Hotel at 2895 Kalakaua; 923-6552

Morton's – classic steakhouse from Chicago; in Ala Moana Center; 949-1300

Nick's Fishmarket – fresh seafood, live jazz; service can be too attentive; 2070 Kalakaua; 955-6333

Padovani's – often-creative dishes (Eur-Asian) in a relaxed setting; no view; 1956 Ala Moana Blvd.; 946-3456

Palomino – known for grilled and rotisserie dishes; in an art-deco setting; across from Aloha Marketplace at 66 Queen; lunch and dinner; 528-2400

Ruth Chris' – excellent chain steakhouse; in Restaurant Row; 599-3860

Sarento's – (Italian) world-class view; walking distance from Convention Center; atop the Ilikai Hotel (next to Hilton); 955-5559

Sergio's – food and service usually excellent, but sometimes inconsistent; in the Hilton Hawaiian Village Hotel; 949-4321

Singha – excellent food; Thai dancers on Saturday night; across from Hilton at 1910 Ala Moana Blvd.; 941-2898

The Bistro – classic continental, piano player; elegant setting; across from Convention Center; 1750 Kalakaua; 943-6500

Casual

Breakfast

Banyan Veranda – at the Sheraton Moana Hotel, lanai overlooking the beach; excellent food; 2365 Kalakaua; 922-3111

Eggs 'N Things – best breakfast food in Hawaii, no reservations; no credit cards; no view; 1911B Kalakaua; 949-0820

Hau Tree Lanai – relaxing outdoor setting by the beach; excellent breakfasts; 2863 Kalakaua; 921-7066

Rainbow Lanai – pleasant setting by the beach; breakfast buffet; in the Hilton Hawaiian Village; 949-4321

Lunch/Dinner

Brew Moon – good local micro-brews and tasty food; indoor and outdoor-roof seating; in the Ward Centre; 593-0088

Buca di Beppo – 1950's New Jersey-style, Southern Italian; large portions; in Ward complex by the theatres; 591-0800

Dixie Grill – BBQ shrimp, pulled pork, ribs, crab, etc. in a funky atmosphere; indoor & outdoor seating; 404 Ward Ave.; 596-8359

Gordon Biesch – micro-brew chain on the waterfront at Aloha Marketplace; dinners and bar food; 599-4877

Gyu-Kaku – cook your own food (Japanese) at table grills; even grill ice cream; 1221 Kapiolani; 589-2989

House Without A Key – great place for drinks, Hawaiian music, hulas, and pu-pu's (appetizers/light dinners) starting about 5 PM; outdoors, overlooking the ocean, in the Halekulani Hotel; 2199 Kalia Rd.; 923-2311

Indigo – great for Downtown lunch or dinner (Eur-Asian); indoor and outdoor seating; across and a few blocks up from the Aloha Marketplace at 1121 Nuuanu; 521-2900

Panda Cuisine – great for a dim sum lunch; no view; near Ala Moana Center (Mauka side) at 641 Keeaumoku; 947-1688

Pineapple Room – in Macy's at Ala Moana Center; Award-winning chef, Alan Wong, known for Hawaii Regional Cuisine; department store atmosphere; 945-6573

The Pyramid – great food (Egyptian) and inexpensive prices; lunch buffet a steal; belly-dancer on Saturday night; a few blocks outside of Waikiki at 758 Kapahulu; 737-2900

Worth the Trip

Three of these restaurants feature major-award-winning chefs, who are some of the creators of Hawaii Regional Cuisine. The fourth, Cabanas, has perhaps the best setting on Oahu.

Alan Wong's – especially known for seafood dishes; considered by some as the best restaurant in Hawaii; may as well sit inside, as the seats on the lanai overlook some of Honolulu's ugliest buildings; 1857 South King Street; 949-2526

Cabanas – on the beach in your own private cabana-tent; known for fresh fish and slow-roasted, all-day, pork roast; stunning, romantic setting; limited seating, so advance reservations essential; in the Mandarin Oriental Hotel at 5000 Kahala Ave.; 739-8770

Chef Mavro – offers set-courses that pair wines with each, often-inspired, dish; 1969 South King Street; 944-4714

Roy's – this is the original Roy's and perhaps the best-known restaurant in Hawaii; Chef Roy Yamaguchi's creative dishes helped to put Hawaii Regional Cuisine on the culinary map; in Hawaii Kai at 6600 Kalaniano'le Hwy; 396-7697

**Annual Convention of the American Psychological Association
Society for Community Research and Action**

PROGRAM INFORMATION

Symposia

- **Empowerment Evaluation: 'Giving Away' Clinical Resources Toward Individual/Community Change.** Chair: Bradley Olson, DePaul University; First-Author Presenters: Rebecca Campbell, Michigan State University; Yolanda Suarez, University of Illinois at Chicago; Emily Ozer, University of California at Berkeley; Bradley Olson, DePaul University
- **Community Evaluation: A Comparison of Methods.** Chair: Lorraine Gutierrez, University of Michigan; First-Author Presenters: Louis Brown, Wichita State University; Elizabeth Ablah, Wichita State University; Yolanda Suarez-Balcazar, University of Illinois at Chicago; Stephanie Hargrave, Wichita State University; Discussant Jim Emshoff, Georgia State University
- **Evaluating Multicomponent Interventions to Prevent Intimate Partner Violence.** Chairs: Arthur Blank, Einstein College of Medicine and Daniel J Whitaker, CDC; First-author participants: Arthur Blank, Einstein College of Medicine; Ann Coker, University of Texas Health Sciences Center; Linda Valle, CDC; Daniel J Whitaker, CDC; Joanne Klevens, CDC
- **Local Tailoring: Doing Research and Providing Services in Minority Communities.** Chair: Gui-Young Hong, Sumter Children and Families Study; First-author participants: Barbara DeBaryshe, University of Hawaii; Eduardo Armijio, University of Washington; Carol Robinson-Zanartu, San Diego State University; Richard Faldowski, Medical College of South Carolina; Discussant: Gui-Young Hong, Sumter Children and Families Study
- **Psychologists for Social Justice: An Overview of Action-Oriented Programs and Research.** Chairs: Suzanne Hirsch, Lincoln Hospital and Laura Smith, Phipps West Farm Career Center; First-Author Presenters: Anne Anderson, Psychologists for Social Responsibility; Scot Evans, Vanderbilt University; Carrie Hanlin, Vanderbilt University; Suzanne Hirsch, Lincoln Hospital; Laura Smith, Phipps West Farm Career Center
- **Flipping the Script: Alternative Visions from HIV/AIDS Research with Women & Girls of Color.** Chair: Jeanne Tschann, University of California, San Francisco; First-Author Presenters: Lisa Bowleg, University of Rhode Island; Lynn Roberts, Hunter College; Faye Begrave, Virginia Commonwealth University; Discussant Jeanne Tschann, University of California, San Francisco
- **Contexts of HIV Risk for Gay Men of Color.** Chair: Hirokazu Yoshikawa, New York University; First-Author Presenters: Maria Cecilia Zea, George Washington University; Kurt Organista, UC Berkeley; George Ayala, AIDS Project Los Angeles; Hirokazu Yoshikawa, New York University
- **APA Urban Task Force Report: Research, Action, and Policy Implications.** Chair: Kenneth Maton, UMD Baltimore County; First-Author Presenters: Fernando Soriano, Howard University; Dorothy Cantor, no affiliation; Anthony Marsella, University of Hawaii; Tom Dinnell; University of Hawaii
- **Poverty, Violence, and Discrimination Against Women.** Chair: Stephanie Riger, University of Illinois at Chicago; First-Author Presenters: Marybeth Shinn, New York University; Heather Bullock, University of California at Santa Cruz; Rebecca Campbell, Michigan State University; Dan Lewis, Northwestern University; Stephanie Riger, University of Illinois at Chicago; Discussant: Bernice Lott, University of Rhode Island
- **Psychology and Public Policy at the Federal Level.** Chair: Clifford O'Donnell, University of Hawaii; First-Author Presenters: Patrick DeLeon, Office of Senator Daniel Inouye; Marilyn Richmond, APA; Leonard Jason, DePaul University; Kenneth Maton, UMD Baltimore County
- **Psychology and Public Policy at the State Level.** Chair: Clifford O'Donnell, University of Hawaii; First-Author Presenters: Mike Sullivan, APA; Margy Heldring, APA Division 31; Andy Benjamin, Washington State; Susan Chandler, Center on Public Policy, University of Hawaii
- **Understanding Neighborhood Readiness to Change.** Chairs: Pennie Foster-Fishman, Michigan State University; William Davidson, Michigan State University; First-Author Presenters: Brandy Nowell, Michigan State University; Laurie van Egeren, University Outreach and Engagement, Michigan State University; Pennie Foster-Fishman, Michigan State University
- **Overcoming Oppression among Lesbian, Gay, Bisexual, & Transgendered Communities of Color.** Chair: Gayle Iwamasa, President, Division 45; First-author presenters: Maria Cecilia Zea, George Washington University; Gary Harper, DePaul University; Beverly Greene, St. John's University; Terry Gock, Asian Pacific Family Center; Discussant: Hirokazu Yoshikawa, New York University

Invited Addresses

- **Award for Distinguished Contribution to Theory and Research in Community Psychology – Lonnie Snowden.** *Mental Health, Culture, Race, Ethnicity, and Beyond: Building from the Surgeon General's Reports to Community Theory and Beyond*
- **Award for Distinguished Contribution to Practice in Community Psychology – Jose Toro-Alfonso.** *Gender Adventure on Masculinities in the Latino Community: From Theory to Practice*
- **Presidential Address, Division 27 – Paul Toro.** *Community Psychology: Where Do We Go From Here?*

Annual Convention of the American Psychological Association

Honolulu, Hawaii
July 28th – August 1st, 2004

1. Contact Information

Name: _____

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2. Are you a SCRA student member? Yes No

3. Presentation Information

Type of Presentation: Poster Symposium Roundtable Other _____

Title of Presentation: _____

Are you participating in more than one presentation? Yes No

If so, please list the name(s) of the first author(s):

4. Please include a brief description (no more than 300 words) of how your proposal meets the criteria for this award (i.e., quality of the proposal, relevance of the proposal to community psychology interests, distance traveled, etc.).

5. Please attach your Curriculum Vitae and a copy of your acceptance letter(s).

If you have any questions, please contact Omar Guessous at oguessous@comcast.net

Send completed applications to: oguessous@comcast.net
Alternatively, you can submit your application via postal mail to:

Omar Guessous
Dept. of Psychology, MSC 2A1155
33 Gilmer, Unit 2
Georgia State University
Atlanta, GA 30303-3082

Applications must be received by **May 1st, 2004**
Decisions will be announced by May 15th

Society for Community Research & Action

The Division of Community Psychology (27) of the American Psychological Association

The Society for Community Research and Action (SCRA), Division 27 of the American Psychological Association, is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals. Four broad principles guide SCRA:

1. Community research and action requires explicit attention to and respect for diversity among peoples and settings.
2. Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts.
3. Community research and action is an active collaboration among researchers, practitioners, and community members that uses multiple methodologies.
4. Change strategies are needed at multiple levels in order to foster settings that promote competence and well being.

The SCRA serves many different disciplines that focus on community research and action. Our members have found that, regardless of the professional work they do, the knowledge and professional relationships they gain in SCRA are invaluable and invigorating. Membership provides new ideas and strategies for research and action that benefit people and improve institutions and communities.

Who Should Join

- ◆ Applied & Action Researchers
- ◆ Social and Community Activists
- ◆ Program Developers and Evaluators
- ◆ Psychologists
- ◆ Public Health Professionals
- ◆ Public Policy Makers
- ◆ Consultants

SCRA Goals

- ◆ To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes;
- ◆ To promote theory development and research that increase our understanding of human behavior in context;
- ◆ To encourage the exchange of knowledge and skills in community research and action among those in academic and applied settings;
- ◆ To engage in action, research, and practice committed to liberating oppressed peoples and respecting of all cultures;
- ◆ To promote the development of careers in community research and action in both academic and applied settings.

Interests of SCRA Members Include

Empowerment & Community Development
Training & Competency Building
Prevention & Health Promotion
Self-Help & Mutual Support
Consultation & Evaluation
Community Mental Health
Culture, Race, & Gender
Human Diversity
Social Policy

SCRA Membership Benefits & Opportunities

- ◆ A subscription to the *American Journal of Community Psychology* (a \$105 value);
- ◆ A subscription to *The Community Psychologist*, our outstanding newsletter;
- ◆ 25% Discount on books from Kluwer Academic/Plenum Publishers;
- ◆ Special subscription rates for the *Journal of Educational and Psychological Consultation*;
- ◆ Involvement in formal and informal meetings at regional and national conferences;
- ◆ Participation in Interest Groups, Task Forces, and Committees;
- ◆ The SCRA listserv for more active and continuous interaction about resources and issues in community research and action; and
- ◆ Numerous activities to support members in their work, including student mentoring initiatives and advice for new authors writing on race or culture.

About The *Community* Psychologist...

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

To submit copy to The *Community* Psychologist:

Articles, columns, features, letters to the Editor, and announcements should be submitted, if possible, as Word attachments in an e-mail message to: nadia.ward@yale.edu or joy.kaufman@yale.edu. The Editors encourage authors to include digital photos or graphics (at least 300 dpi) along with their submissions. Materials can also be submitted as a Word document on an IBM-compatible computer disk (or as hard copy) by conventional mail to Joy Kaufman and Nadia Ward, TCP Editors at The Consultation Center, Yale University School of Medicine, 389 Whitney Avenue, New Haven, CT 06511. You may reach the editors by phone at (203) 789-7645 or fax at (203) 562-6355. Next DEADLINES: Summer 2004–MAY 31, 2004; Fall 2004–AUGUST 31, 2004; Winter 2005–NOVEMBER 30, 2004, Spring 2005–FEBRUARY 28, 2005.

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Change of Address:

Send address changes to Janet Singer, 1800 Canyon Park Circle, Bldg. 4, suite 403, Edmond, OK 73013; e-mail: scra@telepath.com. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., N.E., Washington, D.C. 20002-4422.

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