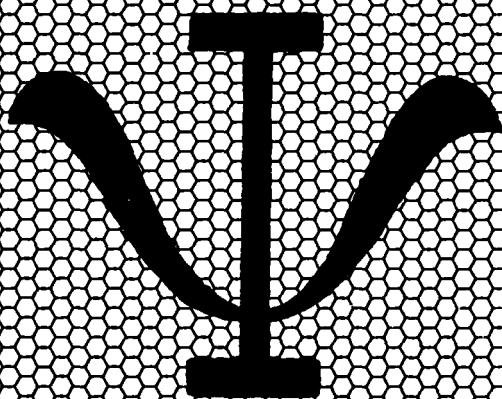


VOL. 2 NO. 1

NETWORK

THE NEWSLETTER OF THE AUSTRALIAN BOARD OF COMMUNITY PSYCHOLOGY



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OF COMMUNITY PSYCHOLOGY 1985-86

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ANNUAL GENERAL MEETING NEWS

ELECTIONS

COMMITTEE MEMBERSHIP

Following elections at the Annual General Meetings of both the National and State Division Boards of Community Psychology, the following individuals have been voted into office.

NATIONAL BOARD OF COMMUNITY PSYCHOLOGY

Robyn Robinson	Chair
Art Veno	Deputy Chair
Denise Brunt	Secretary
Judith Cougle	Treasurer
John Farhall	Representative to the Division of Professional Affairs
Sheryl Mesley	Representative of Associate Membership
Grahm Scully	N.S.W. Representative
Stephen Fyson	N.S.W. Representative
Susie White	Member

VICTORIAN STATE SECTION

John Farhall	Chair
Denise Brunt	Secretary
Judith Cougle	Treasurer
Sheryl Mesley	Member
Robyn Robinson	Member
Art Veno	Member
Susie White	Member

CONSENSUAL STATEMENT

The following statement was prepared and drafted at the A.G.M. for inclusion with the Australian Psychological Society's description about Psychologists and what it is that they do. The wording is for general audiences.

Community Psychologists support the view that human behaviour is best understood within a social context. Consequently they focus primarily on understanding and working with groups, organisations and various community structures.

They may work as members of interdisciplinary teams or as individuals.

They may be consulted if you want:

- * to develop a community based program e.g. drug rehabilitation, parent education.
- * to evaluate a program or community service.
- * to address community problems e.g. vandalism.
- * to plan new services e.g. women's refuges.
- * to promote community education e.g. about health rights.
- * to assist self help groups achieve their goals.

Community Psychologists work in a variety of settings in the private and public sector, such as Community Health Centres, tertiary institutions and private practice.

VICTORIAN STATE SECTION ANNUAL REPORT NOVEMBER, 1984 - OCTOBER, 1985

OFFICE BEARERS

Chair:	Robyn Robinson
Secretary:	Shane Thomas (July - December 1984) Denise Brunt (January - June 1985)
Treasurer:	Judith Cogle
Members:	John Farhall Sheryl Mesley John Redman Shane Thomas Art Veno Susie White

It was with much regret that the Board accepted resignations from John Redman and Shane Thomas who both contributed substantially to the development of the Victorian Section. Shane was a founding member of the committee and was responsible for setting up data based files. John's position on the committee was all too brief and the long hours he travelled to and from Churchill to attend meetings was much appreciated.

We welcomed John Farhall and Susie White who already have developed projects and injected new ideas into the committee.

ACTIVITIES OF THE BOARD

Notwithstanding the responsibilities of the National Board duties, the State section has met 12 times in the past year and distributed several newsletters to members.

The educational meetings continue to be successful and well attended - undoubtedly enhanced by the opportunity to talk together over dinner - preceeding invited speakers.

The topics of meetings were as follows:

Psychologists as Change Agents	Dr Art Veno
The New Zealand Community Psychology Experience: Lessons for Networking in Australia	Professor David Thomas
Community Psychologists as Participant Conceptualizers	Dr Kenwyn Smith
Alternative Approaches to Evaluation	Dr Robyn Robinson

As I shall be resigning from the position of Chairman, I would like to take this opportunity to publicly thank the committee for their support and personal commitment to create a Board which will serve the interests of its members and the Community Psychology movement in general. The recorded twelve committee meetings in a year, and other activities which have been organized, is the quantitative mark of a group of people who, by the way they are working together, are modelling principles of community psychology. Our enthusiasm is very high and we are energetically planning towards 1986.

ROBYN ROBINSON
CHAIRMAN

SELF-STATEMENTS BY BOARD MEMBERS

Denise Brunt

Denise is a community/clinical psychologist with Broadmeadows Community Health Services, in the Child Development and Family Health Program. Her "community work" is featured in her role as co-ordinator of Parent Education Programs. She also conducts regular education programs for local health/welfare and education workers in communication skills, development issues, behavioural management, and sets up consultation projects.

Judith Cougle

Judith works for the Department of Community Services as the Co-ordinator of the community based youth accommodation program. Judith spends a great deal of her time liaising with community groups. This work has lead to her interest in different levels of community involvement in government decision making and community liaison techniques/approaches.

John Farhall

John is currently the Senior Clinical Psychologist at Melville Clinic, a Community Mental Health Centre in Brunswick, Victoria, operated by the State Health Commission. He helped set up the "Community Mental Health Course", an interdisciplinary inservice course in the Health Commission, and was its co-ordinator for two years. His interests include community programmes and approaches in mental health and rehabilitation of long term mental health consumers.

Stephen J. Fyson

B.A. (Hons) at the University of New South Wales, where he studied under Dr Sydney Engelberg, and where he first became interested in the concepts of prevention, active professional involvement in community problems, and the application of evaluation techniques to field settings. He completed his M.H.P.Ed. at the W.H.O. Regional Teacher Training Centre at University of New South Wales in 1984. He has worked as a youth worker in Sydney city, drug and alcohol counsellor/educator, and as an Area Co-ordinator (Community Health) with the New South Wales Department of Health. He is currently employed as Guidance Co-ordinator at the Christian Community High, Regents Park.

Sheryl Mesley

Sheryl was overseas at the time of the writing of this section. She promises a paragraph about herself when she returns (A.V.).

Robyn Robinson

Robyn is Deputy Director and senior clinical psychologist at the Social Biology Resources Centre. Her work at the Centre over the past 8 years has involved education of psychologists and other health/welfare professionals in communication and team work skills, assertion training and stress management. As well she has been active in evaluation research including the assessment of community education programs.

Graham Scully

"As a psychologist in the A.C.T. Health Authority I am currently involved in two projects which draw upon the principles of community psychology. The first is that as a member of a health care consumers organisation I have been actively lobbying for increased consumer participation in a restructured Health Authority. The new management structure was announced by Dr Blewitt a few days ago and represents significant gains for community and consumer representatives, in fact, non bureaucrats outnumber bureaucrats at the top management level. The other gain for our group was to propose a formalised complaints system which has been accepted.

The second project involves increasing the community support to families which have a member suffering from schizophrenia. The project team has been given a grant which will enable us to employ two part-time workers from November to June next year. As far as possible, I will be working to ensure that these workers will be aiming at promoting independence rather than dependence on professional assistance."

Shane Thomas

The Board wishes to express its regret at accepting the resignation of Dr Shane Thomas due to his ill health. Shane was a founding member of the Victorian State Section. He set up data based files for distributing newsletters and information to members. We look forward to Shane's speedy recovery and return to the Board.

Arthur Veno

Arthur is Senior Lecturer in Psychology at the Gippsland Institute of Advanced Education. He has a long record of involvement with Community Psychology in Australia. He has recently had an article accepted by the Journal of Community Psychology titled "The Rise and Fall of an Alternative Organization : An Australian Case Study" which is about his efforts in a food co-operative in Brisbane. He is currently involved in an Institute of Criminology backed study of the periodic violence at the annual Easter Motorcycle extravaganza between the bikers and the police.

Susie White

My apologies to Susie White for not including her self-description in this newsletter. I lost her submitted description (Ed.).

NEWS FROM THE STATES

PEOPLE

Sydney Engleberg

Sydney has emigrated from Australia to Israel where he will continue to practice Community Psychology. He will be sorely missed.

Robin Winkler

Robin is not able to return to work until next year due to illness. Send him a card to perk him up ~ c/- Department of Psychology. University of Western Australia, Nedlands, W.A. 6009.

VISITORS

Dr Jeffrey Mitchell At Melbourne

In August next year, Dr Jeffrey Mitchell from Maryland University, U.S.A., will be visiting Australia in collaboration with The Social Biology Resources Centre. Jeff is a trained paramedic and Ph.D. psychology graduate who has developed educational programs to assist health/welfare professionals to cope with death, injury, and mutilation of clients. It is anticipated that he will conduct workshops aimed at educating professionals in the "debriefing" process which he has developed and which has been successful in minimising trauma in health/welfare workers following disasters. His reputation as an educator in the United States is renowned, and his writings are inspiring. Further information can be obtained from Robyn Robinson, Social Biology Resources Centre, 139 Bouverie Street, Carlton South, Victoria, 3053 (phone 347-8700).

Professor David Thomas at Townsville

Professor Thomas who is the Director of the Community Psychology Programme at the University of Waikato will be residing at Capricornia University from January to July 1986.

MEETINGS/CONFERENCES/SEMINARS

Robyn Robinson Education Night - VICTORIA

On Thursday the 24th of October, Robyn Robinson presented a learning session titled "Alternative Approaches to Evaluation". The forum was highly interactive. An audience of twenty-five people attended. By all accounts it was a very successful night. I was informed that actual evaluations for actual projects were designed on that night. Congratulations to Robyn and all attendee's.

Sociodrama Training	Times:	20th-24th November
Leader: Warren Parry		10am-10pm, 20th-23rd November
B. Arch (Hons)		10am-4pm, 24th November
M. Phil (Hons)		
B.A. (Psych)	Contacts:	Gil Grace - 4602312 (home)
		- 6153254 (work)
		Jenny Neale - 8984496 (home)

Sociodrama is based on Dr J.L. Moreno's principles of Sociometry and Action Methods. It is a method of working with group and inter group issues and is an effective way to bring about change and learning in the individual.

It is applicable in a wide grange of community and organisation settings.

The training focus will be on further developing directional skills and understanding group process.

SOME QUESTIONS TO AND ANSWERS FROM AN EVALUATION CONSULTANT

Q. Psychologists are trained in research methodology. How should they then be involved in or responsible for program evaluation?

A. Social program evaluation follows many models, the most compelling being an administrative or management-based model. Program evaluation is NOT primarily a research task, although focus on methodology, politics and logistics often obscures management needs and responsibilities. It is important that program evaluation not be left exclusively in the hands of experts in evaluation research. But this is not to suggest that psychologists cannot be enormously helpful to managers and policy makers in clarifying the relationship between certain kinds and combinations of performance data and aspects of the program's performance.

Evaluation differs from research: the purpose is not 'control' but management of the environment. It is a political, intrusive activity, and the object is continually changed. Evaluators use research tools but evaluation is research only when it examines causality, e.g. evaluating factors leading to success or failure of a program.

Q. What professional competencies are needed to be an evaluator? what training or education is needed?

A. An evaluator must have communication and negotiating skills; be articulate, analytical and conceptual; be knowledgeable, experienced and reputable in his or her discipline; be personally engaging and a good team leader/member; and be able to develop skills in others to take over evaluation tasks and integrate evaluation into routine activities (from A. Armstrong, 'Program Evaluation in Australia'). An evaluator must be flexible and aware - of self and of others.

In addition to training for these characteristics, an evaluator must be knowledgeable about the variety of techniques and tools available to the social science researcher; group, organizational and community dynamics; human behaviour; evaluation theory; and other topics directly related to the target of evaluation (e.g. poverty, utilization of health care, equal opportunity, family therapy).

The knowledge and skills could be acquired as part of tertiary education or acquired/improved under continuing education. The latter would also be critical for updating knowledge as evaluation (being a comparatively new scientific endeavour) as it is also undergoing a knowledge explosion.

Psychologists may be asked to conduct an evaluation or related research, to participate in an evaluation, or to use/implement an evaluation. Different competencies are required in each of these roles:

1. Psychologists in the role of program evaluator.

For program description:

- Ability to determine relevant information.
- Ability to analyse the program (purpose, theory).
- Ability to develop goals and objectives.

For evaluation planning:

- Ability to identify accountability/evaluation issues.
- Ability to conduct an evaluation assessment.
- Ability to define outcome criteria or measures.
- Ability to identify and obtain information already available and that which must be obtained.

For evaluation judgement:

- Ability to make a judgement about the process or outcome of a program in response to identified issues/questions.
- Ability to help decision makers set policy priorities.
- Recognition and understanding of the internal and external political influences on operations of the program, its design, and purpose of the evaluation.
- Recognition of the environmental factors that affect the program.
- Recognition of the role of the evaluator in relation to program operations, policy and other decision making.

2. Psychologist in the role of evaluation researcher.

For evaluation research design:

- Ability to design reliable, valid studies and management needs for information.
- Ability to recognize limitations for a feasible design.
- Recognition of political factors affecting the evaluation and considering these in the design.

For conduct of research:

- Ability to implement and manage an evaluation project.
- Recognition of political and environmental factors in conduct of the research.
- Ability to involve program staff, management and other constituencies (e.g. clients) in the research.

3. Psychologist in the role of user of evaluation findings.

For utilization of evaluation:

- . Ability to assess the value of evaluation findings against past program design, operations, environment, and other programs.
- . Understanding of human resources management strategies to enable implementation of evaluation results.
- . Ability to analyse problems and resources available to or liable to hinder implementing findings/recommendations from an evaluation.
- . Ability to recognize and utilize persons influential to implementation of evaluation findings.

As a participant in evaluation:

- . Understanding of own role in conduct of an evaluation and as a potential user of findings from an evaluation.
- . Ability to participate in evaluation activities.

Q. How ought psychologists work with other professionals in health/welfare fields who also evaluate programs?

- A. Program evaluation is not discipline specific. Psychologists might ask themselves: "What unique skills/knowledge do we have to contribute to development of evaluation theory and practice?" One area at the program level might be understanding of the theoretical base of programs intended to create behavioural or social change. At the individual level, psychologists understand behaviour and its underlying cause, and should be able to translate this into observeables that can be measured as outcomes or process/cause explanation.

At a practical level, psychologists are trained in skills such as social research methods, organization development and conflict resolution. The principles behind action research are directly analogous to current thinking on stakeholders, self-evaluation, and democratic evaluation.

EVELYN H. OGREN, D.S.W.
CONSULTANT,
EVALUATION TRAINING AND SERVICES AUSTRALIA PTY. LTD.

August 1985

Membership of the Board of Community Psychology

If you have not received official confirmation of your membership with the Board, would you please complete the enclosed form and return to Denise Brunt as soon as possible.

NETWORK REVIEW

The first real text in Community Psychology published since 1977 has appeared on the book circuit. It is:

PSYCHOLOGY

and

COMMUNITY CHANGE

by

Kenneth Heller
Indiana University

Richard H. Price
University of Michigan

Shulsmit Reinharz
Brandeis University

Stephanie Riger
Lake Forest College

Abraham Wandersman
University of South Carolina

with the collaboration of
Thomas A. D'Aunno
University of Michigan

Second Edition
1984

The Dorsey Press
Homewood, Illinois 60430

This is a delightful four part hard-cover book (421 pages) cost \$38.00. A brilliant history section obviously written by someone of the ability and the stature of Shulamit Reinharz starts the book. Included in the history is an exceptional section on developments in Community Psychology since the Vietnam War. A solid methods section with top examples follows.

Part Three is devoted to clear formulations around:

1. Prevention, and
2. Stress and Coping. Part four covers Consultation, Alternative Settings, Citizen Participation and a well done Integration section. This book is a must for the serious student of Community Psychology.

(Reviewer: A. Veno)