Chapter 2

Guiding Principles and Competencies for Community Psychology Practice

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Is there a paying customer out there for those who practice community psychology? Not unique to other specialties within psychology, this fundamental question informs the process of defining the professional field of community psychology practice.

Our intention in this chapter is to take a long-distance look at the direction we believe the profession of community psychology practice should take for its sustained viability and relevance. We will first revisit earlier considerations about the marketability of psychology in general, as well as look at continuing discussions within the field of community psychology about how to define a community psychology "practitioner." Next, we will summarize the important efforts taken to define a set of community psychology competencies, and the distinctive way in which Community Psychologists apply the competencies in context. Finally, we close by presenting a "value proposition" for community psychology practice, and discussing our evolving view that even the notion of a value proposition is not sufficiently contextualized to serve as a model for our field. Included in this section of the chapter are several examples of applied value propositions for community psychology practice in various work environments, including: schools, clinical settings, academia, and healthcare.

Community Psychology: Who will buy?

In 1982, an article appeared in the American Psychologist (Fishman & Neigher, 1982) with the provocative title, "American Psychology in the Eighties—Who Will Buy?". It questioned the relevance of American psychology for improving the public welfare (one of its fundamental missions) in a time of economic challenge for government spending during the Regan administration.

The article began with two quotations, reprised below:

"Not one rummy has been taken off the Baltimore streets by this research. Not one drunken husband has been dissuaded from beating his wife or one drunken mother from beating her child. These research projects are like exotic, expensively mounted butterfly collections, hidden away in vaults and only exhumed from time to time to display to other collectors of the rare and unusual in mutual reaffirmation of their elite status."

The quote came from Representative Barbara Mikulski [D-Md] in 1979, today one of the longest serving members of Congress. She was not the only legislator then or now to question the value of government spending on social science research. The second quote included in the article came from Morris Parloff, a preeminent psychologist with a challenge to the field:

"The basic question, then, is what must we as researchers do in order to respond more usefully to the pragmatic questions which now face the field…We cannot remain in the aloof stance caricatured in the familiar picture of the basic scientist who prefers to seek after truth untrammeled by the noisy yammerings of the secular world. The fact is that in the practical world in which we must find support for our research we can only hope to settle for half-aloof."

The Professional Practitioner

The practice of community psychology as we describe it herein would seem to be very responsive to Parloff's challenge. Practice is applied, relevant, impactful, and responsive to community need, respectful of our principles, goals and guiding concepts. We evaluate our programs for effectiveness and for improving future efforts, applying high standards of evaluation research in many cases. Parloff's comment, however, hints at a concern that also gripped community psychology as it approached its 20th birthday in 1985. The implication was that research was somehow separate from practice, and needed to accommodate to the "secular world," mainly to get support. In a series of articles, Jim Dalton, George Howe, and Maurice Elias (1984, 1986) attempted to examine what they referred to as the tension between community psychologists whose primary affiliation was in academic settings, and those with primary affiliations elsewhere. From authors' perspective however, rather than viewing academia as separate from practice, they frame academia as a distinctive practice context. In fact, they argue, it is the only context in which community psychology is relatively well defined and the primary one for which there are clearly-defined, reasonably well-paying jobs. Not only that, community psychologists in academia have the easiest time "giving away" community psychology through working in non-paying or lower-paying contexts when their work is subsidized. Community psychologists practicing in most other contexts must charge for their work or find someone who will pay them while they work on behalf of those with few resources. For a field that prides itself on not being tied to professionalization and professionals, and on the power of indigenous helpers and volunteers and community participation and collaboration, we have had a hard time "selling" what we do in contexts other than academia.

There is, of course, a history of how professions develop that can be instructive for community psychology practice at its relatively early stage of development. Two of the most common definitions of professions are:

A calling requiring specialized knowledge and often long and intensive academic preparation; a principal calling, vocation, or employment; the whole body of persons engaged in a calling.
    Merriam-Webster Dictionary (Profession, 2013a)

A paid occupation, especially one that involves prolonged training and a formal qualification.
    Oxford Dictionaries (Profession, 2013b)

The idea that a profession is defined not only as an individual but also as a collective is, of course, very much in keeping with a CP perspective. This raises the question of how a profession evolves and strengthens. Greenwood (1957)'s analysis of professions yielded five common characteristics: 1) systematic theory, 2) authority, 3) formal and informal community sanction, 4) ethical codes, and 5) a culture. Perks (1993) identified a set of milestones through which an occupation develops into a profession, including training schools, university schools,

local and national associations, a code of professional ethics, and licensing laws. Bullock and Trombley (1999) also believe that formalization of qualifications, including education, time to learn from those already in the field, specific entry requirements, and regulation of who is and is not seen as a member of the field, marks the maturing of a profession. Yet, by these definitions and milestones, community psychology practice does not bear all of the hallmarks of a mature, professional field.

Indeed, Elias, Dalton, Franco, and Howe (1986) put forward some suggestions about what had to change both to resolve the academic-practitioner tension and to establish an integrative community psychology, characterized by the interplay and synergy of theory, research, and practice. Most of these were directed at formalization of practice and improving vehicles for communication and recognition among those who identify as community psychologists. Many of these have come to pass, and the current volume addresses many of the most important remaining areas. Other important developments within the Society for Community Research and Action (SCRA, Division 27 of the American Psychological Association) include::

- Establishing a Community Psychology Practice Council (CPPC), a magnet group where members could go to talk about issues pertaining to practice
- Establishing and regularizing the Practice Summit at biennial Community Psychology conferences
- Formalizing the role of the Practice Council as an official council of SCRA, with voting representative on the Executive Committee of SCRA
- Creating an explicit connection between the Council of Education Programs (CEP) and Practice Council and links to the Executive Committee
- Evolving the publication, *"The Community Psychologist,"* as a vehicle for sharing the work of practice-related groups, CEP-CPPC collaborations, and developing ideas about community psychology competencies
- Adding two practice related awards: the John Kalafat Award in Applied Community Psychology and the Award for Distinguished Contributions to Practice in Community Psychology
- Creating the *Global Journal of Community Psychology Practice*
- Establishing International biennial Conferences on Community Psychology with a strong focus on practice

For reasons that we believe are not difficult to discern, the aspect of community psychology practice that has been most clearly articulated is academia. Practice itself is applied, relevant, impactful, and responsive to contextual needs.   And practice in the academic context is linked to a long history of traditional productivity standards:

- Producing new theory/knowledge from research and evaluation;
- Teaching students at the undergraduate and graduate levels;
- Publishing work in peer reviewed journals and in "the new media;"
- Enabling, directly or indirectly positive change in individuals, families, communities and society;
- Serving on college or university committees and administration duties, and

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- Obtaining grants and contracts.

As we write this chapter [2013], cuts in federal and state statutory and discretional support to behavioral, social and biomedical funding streams are concerning. A growing chorus of challenges to the value and future of college education has emerged recently; growing numbers of students are eschewing the liberal arts today, in favor of more secure and lucrative careers in business, computer sciences and technologies, and engineering (Bennett & Wilezol, 2013; Selingo, 2013). This means that the "revenue stream" from tuition that supports psychology department faculty positions may diminish accordingly. Within a threatened psychology field, community psychology, without a clear career path outside of academia, cannot feel a great sense of security. Those practicing community psychology within academia find themselves departing from the traditional evaluative criteria at their peril, which of course creates constraints on the kind of "adventuresome research" that many have viewed as one of the hallmarks of the field (Tolan, Keys, Chertok, & Jason, 1990).

That said, the distinction between academically based and community based practitioners is not always clear-cut. There are many academically based community psychologists who also practice as consultants, evaluators, researchers and social action advocates outside the university setting. Income from these activities may go back to their colleges or universities, or be personally retained, depending on their contracts. Regardless of setting, for those who are in full time community psychology practice, their livelihood depends on a stable or replenishing customer base. In academia, the consumers of practice are students and settings in which one carries out community psychology research or other forms of public scholarship; however, it is the judgment of professional peers, typically including some who are not community psychologists, that plays a significant role in professional advancement. In most other community psychology practice settings, such factors as reputation in the field, referral sources, demonstrable outcomes, fee schedule and availability all come into play.

Creating a Brand Image for Community-Based Practitioners

Referral sources are a marked difference between practice in academia and elsewhere. How do potential consumers find community psychologists? Does the field of community psychology have a "*brand image*" that helps the practitioner connect with potential customers? We will put that question in the larger context of psychology's public image, using the profession in general and then the subfield of clinical psychology as reference points.

The American Psychological Association [APA] engaged a group of consultants in 2008 to help create a public education campaign aimed at improving psychology's image as a science and profession (Mills, 2009). *"When it comes to the perception of psychology by the American public, there is good news and less-good news, to paraphrase the old comedy routine. The good news is that new research concludes that most Americans have a positive view of psychology and believe that studying human behavior can solve real-world societal issues. The less-good news is that they have a limited understanding of the depth and breadth of the discipline, and they don't view it as a hard science.*

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'Psychology in general is viewed as a career that treats 'the individual,' similar to psychiatry and social work, but not medicine," says Robert Green, a pollster with Penn, Schoen and Berland Associates, LLC. "This is in part because medicine is associated more with the use of scientific techniques that have real-world benefits. However, the public associates psychology with the study of human behavior a great deal.'"

The research comprised a baseline public opinion poll of 1,000 adults, followed by five focus groups scattered around the country.

"We were heartened to learn that 82 percent of Americans rate psychology 'very favorably' or 'somewhat favorably,'" said Rhea K. Farberman, APA's executive director for public and member communications. "That's a great position from which to start a campaign."

But one place where Farberman saw a big challenge is in getting people to move beyond the somewhat stereotypical view of psychology that they have formed as a result of seeing psychologists, psychotherapists or counselors on TV and in the movies. (We note that as of this writing, we are not aware of a TV movie, cable mini-series, or a motion picture featuring community psychology.) In fact, psychology itself is a diverse field; the American Psychological Association currently has 56 different recognized divisions/areas of study, community psychology being just one. (American Psychological Association, 2013).

If public perception of psychology as a field is positive, but somewhat diffuse, and clinical psychology is seen by other psychologists and the public as a restricted to "mental health," what can we then infer about community psychology's recognition both within the field and among the general public? It seems clear that community psychology cannot easily capitalize on the brand image of Psychology and in fact, the latter may at times pose significant obstacles, particularly in international contexts where psychology can be associated with prevailing power structures (Cunningham, 2007; Perkins, 2009).

Ultimately, community psychologists as a community of professionals work in different settings. Some work in academia, others work in clinical settings, schools, healthcare, government, consulting, advocacy organizations, policy positions in government, etc. There is no hierarchy among these settings. Because each has its own distinctive skill set and application, it becomes challenging for the public to understand the commonalities in what community psychologists do. Price and Cherniss (1977) defined four domains of training necessary for a community psychologists--- problem and resources analysis, innovation (intervention) design, conducting field trials, and innovation diffusion,--- and while we might disagree with the specifics, their conclusion is even more apt today: It is impossible for a single individual to be a fully-trained, "complete" community psychologist. As we will discuss later, this is not unique to community psychology but our field is only now coming to grips with this systematically. For that reason, we now turn to community psychology's systematic efforts to define competencies.

One sobering stimulus for focusing on competencies is the result of job searches for "community psychology" on traditional websites like www.monster.com. They find little, if any employment opportunity under this heading. Perhaps what we do is better known by other job

titles; perhaps what we do is not known or much worse, not wanted in a competitive marketplace. To find out, a series of initiatives by SCRA and its membership looked to more carefully define the field of community psychology by examining what we do as a profession, the skills and competencies we have to pursue our craft, the employment settings we work in, the values and guiding principles we share and the vision we set for the field were explored through a "self-assessment." The goal was to look at the factors that distinguish community psychologists from other practitioners, the skills and competencies that are foundational to our work, and the value we add to business and organizations

Although the field of Community Psychology has existed for close to fifty years, it has not, until recently, explicitly outlined a set of competencies for Community Psychologists engaging in organizational or community-based practice. This is not to say that this conversation around competencies is brand new; rather, discourse centered on carving the field's "niche" in the world of Psychology and Social Service Professionals has been ongoing since the founding of the field in 1965. In the early years of the field's development, this dialogue was intertwined with another debate: one around issues of accreditation for graduate programs and licensing for individuals (Newbrough, 1980). This second conversation was undoubtedly a vestige of our field's birthplace in Clinical Psychology and Community Mental Health, and fueled by a desire to gain legitimacy and recognition within the broader field of Psychology.

The current iteration of the competencies discussion is focused on outlining the work that Community Psychology Practitioners do (skills/competencies) and defining how they do it (approach/values). The list of 18 competencies for Community Psychology Practice that you see presented in this chapter, and described in much greater detail in Chapters 3 through 13, is not intended for use in an accreditation or licensing process; rather, the goal of the list is to create an outline from which to talk about graduate and professional education, employment possibilities, and the evolving nature of Community Psychology Practice (Society for Community Research and Action, 2012).

The Role of the Competencies

Before presenting the set of competencies, it is important to understand their role, both what they are and what they are not. Questions worth considering include: How can they serve to advance the field as a whole? In what ways can they be used by individuals, both students and mid-career practitioners? What potential application do they have in undergraduate, graduate, and continuing education? Will they have an influence in how the field is perceived by outsiders? What potential issues arise from articulating a set of competencies, something that was not embraced by the field until relatively recently?

An established list of competencies has the potential to help define Community Psychologists' place in the broad realm of "helping" professions, all of which work in community, organizational, and governmental settings to advance issues of health, well-being, social justice, education, and inclusion in communities across the globe. While the field has done a sufficient job establishing itself within the domain of Psychology, specifically by contrasting its approaches with those of Clinical Psychology, it has seen rather limited success in creating an identity of its own: one that is not reliant on comparisons with Clinical Psychology,

one that is recognizable to the general public. Part of this invisibility is due to the "chameleon" effect described in Chapter One; because practitioners work in a broad range of applied settings, they often adopt the identity of the specific setting in which they work, e.g. public health professional, educational consultant, or evaluator, and drop the title "Community Psychologist" (Snowden, 1987).   Although the skills might be highly relevant (and, one might argue, increasingly so in a fast-paced, interdependent, world with growing inequities), the profession itself is not. Defining the applied work that Community Psychologists do in terms of the framework and skills they utilize is an important first step in creating a "brand promise" for the field (Neigher & Ratcliffe, 2010).

Outlining a set of competencies for Community Psychology Practice is not the same as the field claiming exclusive ownership to these skills; there are members of other professional fields that have similar skill sets and approaches. Rather, this is part of setting the stage, and garnering expectations; letting communities, employers, and potential partners from other fields know what they can expect from a Community Psychologist as a potential collaborator or employee. As we will discuss later, this is a crucial step in creating a value proposition for our field, and is especially important since, while our skills may be applicable to various employment settings, the words "Community Psychologist" are rarely used in a job ad. Further, there are few if any professional groups that effectively communicate "who they are" through a listing of competencies; who community psychologists are is defined by how we contextualize and integrate these competencies into the settings in which we work. However, without such a list, as noted earlier, a group of practitioners can hardly claim to be part of a profession.

Introducing the Eighteen Competencies for Community Psychology Practice

The list of 18 competencies (see Table One) for practice was created in a collaborative and iterative manner; members of the Community Psychology Practice Council, Council of Education Programs and SCRA Executive Committee all contributed their unique perspectives. Additionally, the list was sent out for commentary and input from the general SCRA membership. Although this formal articulation of the competencies for Community Psychology Practice is new, the skills emphasized in this list have been loosely agreed upon for some time (Kupernic, 2011).

[Insert Table One Here]

As you will experience in the following chapters, the objective of the book is not to simply describe these competencies, but to instruct readers on how to develop the knowledge, skills and abilities needed to exercise these competencies in practice to further the vision, mission, and values of the field, and demonstrate how these skills can be used to address social issues. Because of this, not every competency could be covered. However, we provide a broad overview of them here. The competencies are grouped into five categories: Foundational Principles, Community Program Development and Management, Community and Organizational Capacity-Building, Community and Social Change, and Community Research.

The first category, Foundational Principles, includes five concepts - Ecological Perspectives, Empowerment, Sociocultural and Cross-Cultural Competence, Community Inclusion and Partnership, and Ethnical, Reflective Practice - which are core to defining the

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approach and perspective of Community Psychology. These Foundational Principles are reflective of the values of the broader field of Community Psychology, and are essential to understanding the way in which Community Psychologists employ the other 13 competencies in community or organizational settings. Although these first five competencies are not distinct "action items," it is not sufficient to refer to them as "background" processes; rather, it is more appropriate to call them "foreground" processes. Community Psychology Practitioners need to pay constant attention to these principles, as they are not automatic. Practitioners must commit to "checking" themselves as work progresses to ensure that their actions are aligned with these principles; this process could include continuing education as well as peer consultation

The second category, Community Program Development and Management, refers to a practitioner's ability to assist communities and organizations in program development and implementation, from start to finish. This process includes partnering with stakeholders, helping to formulate program goals and measurable impacts, designing and researching best practices and adapting them to the setting, and training and supporting program staff, as well as assisting the stakeholders in thinking through the sustainability of the program. Also included in this set of competencies is an understanding of a prevention/health promotion framework and the ability to identify resources necessary to join this framework to program development processes, where applicable.

The third category of competencies is Community and Organizational Capacity-Building, and includes Community Leadership and Mentoring, Small and Large Group Processes, Resource Development, and Consultation and Organizational Development. Skills in this category concern the dynamic relationship between practitioners and the stakeholders they work with, and capture the myriad of roles a practitioner often plays. Because these skills involve interpersonal communication, teaching, and learning, they rely on the existence of a strong, trusting relationship between the Community Psychologist and the various groups of stakeholders.

The fourth category of competencies is Community and Social Change. One of the larger and more complicated groupings, it includes Collaboration and Coalition Development, Community Development, Community Organizing/Community Advocacy, Public Policy Analysis, Development and Advocacy, and Community Education, Information Dissemination and Building Public Awareness. These constitute a set of competencies directed toward "second-order change" processes, focusing on ways to rearrange current relationships, roles and power dynamics within a setting to establish a more just, inclusive, and health-promoting environment (Seidman, 1988). In order to succeed at creating sustainable, second order change in communities or organizations, Community Psychologists must work with stakeholders to create systems that ensure that necessary resources and values are present and renewable.

The fifth and final category of competencies for practice is Community Research, which includes Participatory Community Research and Program Evaluation. This category of competencies reflects the goal of the field to apply tested, psychological principles to promote the health and wellbeing of all people. Participatory Community Research meets that goal by marrying solid methodology with community voices; program evaluation allows us to effectively judge the merit of community-based or other initiatives and provide information in support of improvement.

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Yet, as those who know the field of community psychology well will attest, there is an additional defining feature, captured well by Jim Kelly (1979) in the title of his seminal article: "T'ain't what you do, it's the way you do it." The competencies are employed in the context of a set of values that guide key decisions and choices, and temper how actions are carried out. The values identified in the Value Proposition, to be discussed later, are:

1. Individual and family wellness
2. Sense of community
3. Respect for human diversity
4. Social justice
5. Citizen participation
6. Collaboration and community strengths
7. Empirical grounding

These become important aspect of the common identity of the field and, for those seeking to employ community psychologists, defining aspects of how they will work. If a prospective employer or consultee is not interested in respect for diversity, social justice, and collaboration and community strenths, just to name several of the values, then engaging a community psychology-oriented practitioner might not be the best idea. One can take an ecological perspective or seek to create community change (among other competencies) from an individualistic, power-focused, exploitative orientation, or from a value position closer to that espoused by community psychogists. Understanding community psychology practice via competencies alone would not provide a full picture of its distinctive features.

Implications for Use and Training

Community Psychologist Practitioners are employed in diverse workplaces and adapt their skills and activities to the needs of these settings. The environment in which a person practices will often dictate which of the competencies he or she uses the most often; this flexibility is consistent with the guiding principles of the field, which encourage Community Psychologists to "meet people where they are," respond to the situation at hand, advance organizational vision, mission and values, and to collaborate with others to determine commonly-agreed upon work plans. An interesting way to think about the set of competencies for Community Psychology practice is as a "toolbox." Community Psychologists have a certain number of skills they fill that box with, and bring to any job they are hired for. What they take out of that toolbox, however, and the order in which they use the tools, is dependent on the needs of the community at that time; we are not going to start hammering just because we brought a hammer with us. That said, many decades of hammering may leave one less prepared for more refined texturing work that might be required subsequently. Truth be told, some Community Psychologists are not good with hammers. Hence, as Price and Cherniss (1977) made clear, Community Psychology's core values become important in directing how its powerful tools will be used and is one of the driving forces behind the Value Proposition initiative.

As no individual Community Psychologist is expected to possess all of the current 18 competencies (and those that will emerge in the future), practitioners will vary in their level of expertise competency-by-competency based on education, training, personal values, and experience. We adhere to the concept of viewing individual skill in terms of three levels:

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Exposure, Experience, and Expertise (Kloos, 2010). All practitioners should have been exposed to the competencies, and their underlying values and principles, at some point in their career and ideally during their master's level professional training. However, the specific competencies they develop experience and expertise in are shaped by their specific training context and the lifelong learning that they pursue. The only exceptions to this line of thinking are the competencies considered Foundational Principles.

For graduate and undergraduate education, a list of agreed upon competencies brings with it both transparency and accountability. The competencies create a framework that graduate programs can use to define themselves and the training that they offer. In which of the competencies can students hope to attain experience in their program? What are the expertise areas or strengths of the program? This transparency will help those who plan to enter the field formally to choose the best graduate program for them, based on the skills they see necessary for their future career path. Additionally, by encouraging programs to define themselves using the competencies systematically, it creates a sense of accountability as well. Once programs have identified their training goals, they can use the competencies as a roadmap for evaluating curriculum and community-based learning opportunities, and filling in gaps wherever they might exist (Sarkisian & Taylor, 2011). Continuing professional education in combination with efforts at surveying employer's evolving needs will help the field grow in the right direction.

Articulating competencies in this manner and linking them to professional preparation for community psychology practice is an important benchmark in the evolution of the field. It is a statement that, while many individuals may be "doing" community psychology, there is a set of expectations that one can hold for someone who is recognized as a Community Psychologist. Right now, that recognition occurs through membership in the Society for Community Research and Action and obtaining a degree from programs that are part of SCRA's Council of Education Programs. To a growing degree, there is similar recognition from International Community Psychology programs and national and regional associations sanctioning graduate training programs. This is a movement that we strongly encourage for the future growth of the Community Psychology field.

How Does This All Converge in Practice?

Consider this consulting engagement from a community action coalition in an inner city:

Escalating episodes of violence against women, enduring in spite of numerous interventions by law enforcement and community groups compel a more immediate solution. The coalition engages you as a community psychologist to look at the root causes, evaluate the ineffectiveness of current programs, and recommend an action plan. The coalition has a broad base of support from women's groups, community organizations, law enforcement and faith-based communities. You accept, sign a contract, and begin the work.

It quickly becomes clear that both the problem and solutions are much more complex than was presented. Within some community sectors there is a permissive and even tolerant acceptance of physical violence, intimidation and psychological abuse. In some cases they are faith-based; in

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others cultural and economic. The consequences for women and family members who seek outside help can be profound and the fear to come forward is palpable. Attempts by law enforcement and prosecutors to allow anonymous reporting and mitigate retribution are politically confounded and highly controversial. The groups you meet with demand personal disclosure of your values, and want transparency in your description of their conversations with you.

In every profession, case examples challenge the recipes and the linear outlines of how to proceed.   While guided by core values, the community psychologist will find that in practice, values often conflict: "respect for diversity" and "social justice" may be in direct opposition with some in the community one is working with. As with other fields of psychology, i.e., a clinical psychologist working with a client who is a "danger to others," or a pediatric psychologist working with a family around the terminal illness of a young child, or a gerontological psychologist advising a family about long-term care options for a parent with dementia, competing values from multiple perspectives must be considered. What community psychologists bring distinctly to such circumstances is an explicit focus on values, an awareness of how to differentiate his or her own values from others operating in context, and a set of tools for proceeding, also guided by values such as collaboration, empowerment, a focus on strengths, respect for diversity, and an emphasis on strengths.

By clarifying gateways in consulting agreements up front, by examining personal and community values when they are in conflict, by anticipating and disclosing situations where the practitioner will need to modify the scope of the engagement or step down, all parties are better informed as to the dynamics of commitment as the work evolves and expectations are clarified. This is a hallmark of value-added community psychology practice across a wide range of contexts.

For these reasons, in Appendix A, we present the Introduction to the Values Proposition, followed by four context-specific versions of a Value-Added Proposition for Community Psychology practice. If one were to hire a clinical psychologist (or clinician from other disciplines), a school psychologist (or a school counselor or school social worker), a healthcare professional, or a faculty member in higher education (from a variety of disciplines), these value proposition statements articulate why hiring someone with a joint community psychology training background would bring distinct advantages to the employer. In arenas where there are already consumers, those prepared to "buy," a clear case can be made to engage a community psychology-oriented practitioner over their more traditional disciplinary-trained peers.

[Insert Appendix A here, with the General VP and the 4 Context-Specific Value Propositions]

A Look Ahead: Toward an Expanded Future for Community Psychology Practice

What is missing to further the advancement of Community Psychology as a profession without losing its essential character? We are not the only field facing these concerns and we

have some lessons to learn from school psychology and even clinical psychology. Both of these fields have masters and doctoral level programs and both prepare practitioners. Both have skill sets that are as impossible as ours to provide to students within a graduate program time frame, especially at the masters level. These fields have lists of competencies required by their profession, and these guide their training activities, but they do not say that these are competencies are possessed by everyone as a graduation requirement. Rather, they prepare individuals for licensing or certification examinations that formalize individuals' entry into their fields, usually after an internship and sometimes post-degree supervision and training.

Community psychology has long resisted having a formalized entry credential for professional practice. However, for the field to evolve as a profession, greater formalization is necessary. One solution that occurs to us is that our field should strive to have masters and doctoral programs refer to competency clusters, sets of skills that they emphasize and that become the "trademark" of their graduates, while also ensuring that they impart to the students a commitment to operating by the community psychology Foundational Principles and values. Doing so will ensure that masters programs are seen as credible and as sources of appropriate training. All programs will develop a "brand" and a procedure that will be transparent and accessible and for which the Council of Education Programs (CEP) within SCRA can help them through supportive feedback and evaluation for continuous improvement. Yes, this implies a more active role on the part of SCRA in assuring that programs have "truth in advertising."

Relatedly, the SCRA Executive Committee needs to respond to the pull of centripetal forces on our students. They want to be part of the SCRA field and family but know they must immerse themselves in the context of the communities/settings in which they want to have an impact. As community psychologist Roger Mitchell has said, it takes a long time to get the "reps" needed to understand settings and the configural relationships of relevant variables for change as the Tom Wolff's of the world do. This comes from working with many organizations and a range of situations.   Therefore, we strongly suggest a year (at least) of post-graduate supervision/mentoring by an established community psychology practitioner as an additional credential to add value and ensure, to an employer, that they are getting more for their investment. In this, we are explicitly including academia as a practice context. It is not rare that academic community psychologists are hired into departments where there are no other, or perhaps very few, community psychologists and those that are there may well have become over-assimilated as a survival strategy and not be ideal mentors to stoke continued community psychology fervor.   And we also have to find ways to foster networking of experienced professionals in similar contexts. Just as SCRA has focused on being the networking vehicle for academic community psychologists, historically, SCRA resources and attention must be directed toward continuing the advances begun through the Community Psychology Practice Council and systematically and intentionally promote networking among those practicing community psychology in all contexts.

It behooves community psychology to redefine professional competence as something other than an individual variable. Competence in practice is a nested ecological and developmental process and it is our task as a field to be forward looking and create the support structures needed for our community psychology graduates and experienced professionals to

practice synergistically. Early career mentoring and ongoing professional networking will help keep our practitioners connected to the SCRA core and allow our new professionals to be among and apart at the same time—a perfect Julian Rappaport solution.

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Table 1

Eighteen Competencies for Community Psychology Practice

Foundational Principles	
1. Ecological Perspectives	The ability to articulate and apply multiple ecological perspectives and levels of analysis in community practice.
2. Empowerment	The ability to articulate and apply a collective empowerment perspective, to support communities that have been marginalized in their efforts to gain access to resources and to participate in community decision-making.
3. Sociocultural and Cross-Cultural Competence	The ability to value, integrate, and bridge multiple worldviews, cultures, and identities.
4. Community Inclusion and Partnership	The ability to promote genuine representation and respect for all community members, and act to legitimize divergent perspectives on community and social issues.
5. Ethical, Reflective Practice	A process of continual, ethical improvement.
Community Program Development	
6. Program Development, Implementation and Management	The ability to partner with community stakeholders to plan, develop, implement and sustain programs in community settings.
7. Prevention and Health Promotion	The ability to articulate and implement a prevention perspective, and to implement prevention and health promotion community programs.
Community and Organizational Capacity Building	
8. Community Leadership	Leadership: The ability to enhance the capacity of individuals and groups to lead effectively, through a

and Mentoring	collaborative process of engaging, energizing and mobilizing those individuals and groups regarding an issue of shared importance. Mentoring: The ability to assist community members to identify personal strengths and social and structural resources that they can develop further and use to enhance empowerment, community engagement, and leadership.
9. Small and Large Group Processes	The ability to intervene in small and large group processes, in order to facilitate the capacity of community groups to work together productively.
10. Resource Development	The ability to identify and integrate use of human and material resources, including community assets and social capital.
11. Consultation and Organizational Development	The ability to facilitate growth of an organization's capacity to attain its goals.
Community and Social Change	
12. Collaboration and Coalition Development	The ability to help groups with common interests and goals to do together what they cannot do apart.
13. Community Development	The ability to help a community develop a vision and take actions toward becoming a healthy community.
14. Community Organizing and Community Advocacy	The ability to work collaboratively with community members to gain the power to improve conditions affecting their community.
15. Public Policy Analysis, Development and Advocacy	The ability to build and sustain effective communication and working relationships with policy makers, elected officials, and community leaders.
16. Information Dissemination and Building Public Awareness	The ability to communicate information to various segments of the public, to strengthen competencies and awareness, or for advocacy. To give community psychology away.
Community Research	
17. Participatory Community Research	The ability to work with community partners to plan and conduct research that meet high standards of scientific evidence that are contextually appropriate, and to

	communicate the findings of that research in ways that promote community capacity to pursue community goals.
18. Program Evaluation	The ability to partner with community/setting leaders and members to promote program improvement and program accountability to stakeholders and funders.

Appendix A

The General Value Proposition and Context-Specific Value-Added Propositions for Community Psychology Practice

Introducing a Value Proposition For Community Psychology

A value proposition is a relatively brief statement that "makes the differentiated business case" for employers to hire us. What distinguishes us in that big stack of resumes? Is it the 18 competencies we say we have and practice, the context in community science we have for putting them together, or the values that underscore what we do? The Value Proposition (VP) is about establishing an identity for the field of Community Psychology among the many related fields of intellectual inquiry and practice that exist. We never grappled with Lonnie Snowden's wisdom (1987), when he spoke of the peculiar success of community psychology as a discipline in which centripetal forces actually remove people from the community psychology field because our emphasis on context takes people into other fields—unlike other field that are built by centrifugal force, drawing people into a standard paradigm. Community psychologists often struggle with what seems to be a choice between being among community psychology colleagues but not immersed in their context of research, theory, and practice, or being apart from their community psychology colleagues out of respect for the community psychology principles of the importance of immersion in context.

A VP is a specialized statement that asks a field to state who we are a discipline, how we go about our profession, where we work, the tools we use, and the values that drive our work. However, our audience is not our "choir"; the VP speaks to potential consumers or purchasers of our services who may not know anything about us. And it must also differentiate us from similar groups and speak directly to distinctive economic and market value. In our view, the VP is not only about Value, it is about Values. This was expressed by Jim Kelly (1979) when he identified our field with the song lyric, "T'aint what we do, it's the way we do it." It may not seem rigorous or scientific to say this, but the uniqueness of our field is at least as strongly tied to our values as to our set of competencies. Our values are more than the Foundational Principles within our 18 competencies. Our values are the thread keeping community psychologists connected to a common core no matter where they are or what jobs they have. They are essential for connecting our education of future community psychologists to an intellectual core and practice base for future employment. Community Psychology practice needs to expand its critical mass if our field is going to be able to have a significant impact on the issues we care about most, in a systematic way. But, as Snowden (1987) showed us, we cannot expand with a constantly eroding base. At the same time, we can draw some solace from the insights of Malcolm Gladwell and understand that we can reach the tipping point of influence for our field without a huge increase in numbers. That said, Gladwell's work also makes it clear that without a certain critical mass, which we surely have not yet attained, we will not increase our influence on the larger psychology field, let alone wider spheres of societal influence.

We begin below with an excursion through the general logic of a Value Proposition for Community Psychology. We then follow with our most recent and perhaps important insight: we will have our most powerful influence by adding value to other fields, disciplines, and perspectives. The Value Proposition is really a Value-Added Proposition. What we need to be

articulating is how the community psychology perspective and skill set creates added value to other fields, positions, organizations, and approaches. We conclude with four illustrations of the overall Value Proposition explicitly tailored to illustrate the value-added proposition for CP for clinical and school psychology, healthcare, and higher education faculty.

What is Community Psychology?

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, organizational, and community levels. We do so with an explicit concern for social justice, inclusiveness and participation, the value of diversity, collaboration, and a focus on strengths.

What do Community Psychologists believe? What are their core values?

We use values synonymously with "principles," referring to ideologies, ethical standards, tenets or beliefs. Importantly, just as we define our field as viewing individuals, behavior and community in ecological context, we need to understand our values and their application in context as well. We embrace a pluralistic set of values, but with that inclusive perspective comes the potential for friction and conflict-- within applications of the values themselves, and in their contextual practice in settings where there are opposing or antagonistic values that may be as deeply held by others. Nevertheless, a field that stands for everything stands for nothing. To have a set of focal values does not invalidate the relevance of other values, nor does it prescribe how these values are used in the context of real-world, everyday practice. It does, however, provide some guidance for those practicing in the field, as well as for those seeking to hire them and/or to collaborate with them.

Core values refers to the most fundamental set of beliefs shared by a group of individuals possessing a common identity. Drawing on the work of Nelson and Prilleltensky (2005), and Kloos et al. in their textbook on community psychology (Third Edition, 2011): consider these seven:

8. Individual and family wellness
9. Sense of community
10. Respect for human diversity
11. Social justice
12. Citizen participation
13. Collaboration and community strengths
14. Empirical grounding

There is consistency in looking at these core values through the lens of the Society for Community Research and Action, Division 27 of the American Psychological Association (http://www.scra27.org/about).   In a broader context, SCRA intertwines them in its organizational principles and goals:

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. Such research and action must be undertaken to serve those community members directly concerned, and should be guided by their needs and preferences, as well as by their active participation;

4. Change strategies are needed at multiple levels in order to foster settings that promote competence and well-being.

Goals:

1. To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes.
2. To promote theory development and research that increases our understanding of human behavior in context.
3. To encourage the ongoing and mutual exchange of knowledge and skills among community psychologists, those in other academic disciplines, and community stakeholders so that community research and action benefits from the strengths of all perspectives.
4. To engage in action, research, and practice committed to promoting equitable distribution of resources, equal opportunity for all, non-exploitation, prevention of violence, active citizenry, liberation of oppressed peoples, greater inclusion for historically marginalized groups, and respecting all cultures.
5. To promote the development of careers in community research and action in both academic and applied settings.
6. To promote an international field of inquiry and action that respects cultural differences, honors human rights, seeks out and incorporates contributions from all corners of the world, and is not dominated by any one nation or group.
7. To influence the formation and institutionalization of economic, and social policy consistent with community psychological principles and with the social justice values that are at the core of our discipline.

Clearly, the professional association of community psychologists and those training and practicing as community psychologists must operate under a shared belief system, and this appears to be taking place at present.

What do Community Psychologists Do?

Community Psychologists work collaboratively with others to help strengthen systems, provide cost-effective services, increase access to resources, and optimize quality for individuals, private and governmental organizations, corporations, and community groups. Community

Psychologists build on existing strengths of people, organizations, and communities to create sustainable change.

Community Psychologists work as consultants, educators, grant writers, professors, human service managers, program directors, policy developers, service coordinators, evaluators, planners, trainers, team leaders, and researchers in all sectors including government, for profit and nonprofit organizations.

In addition to a solid grounding in the science of psychology, most Community Psychologists can:

1. **Locate, evaluate, and apply information** from diverse information sources to new situations.

2. **Incorporate psychological, ecological, and systems level understanding** into community development processes.

3. **Contribute to organizational decision-making** as part of a collaborative effort.

4. **Evaluate programs/services:** Develop evaluation designs. Collect, analyze, report, and interpret evaluation data.

5. **Plan and conduct community-based applied research**.

6. **Translate policy into community and organizational plans and programs** with observable outcomes.

7. **Provide leadership**, supervisory, and mentoring skills by organizing, directing, and managing services offered.

8. **Communicate effectively** in both technical and lay language with diverse stakeholder groups.

9. **Build and maintain collaborations** with a network of clients, communities, organizations, and other involved professions. Negotiate and mediate between different stakeholder groups around a particular issue.

10. **Demonstrate and teach** cultural competence and other key relationship skills to a wide range of constituencies.

11. **Develop social marketing** and other media-based **campaigns**.

Where do Community Psychologists Work or Consult?

Community psychologists are found in a range of settings, and find themselves in these settings via a diverse array of career paths. These settings include two and four-year higher education, foundations. health and human service agencies, education systems, community development, architectural, planning, and environmental organizations, corporations, for-profit and non-profit organizations, government systems – legislative and executive branches, research centers, independent consulting groups, evaluation firms. community-based organizations, advocacy groups, religious institutions, and neighborhood groups, and public policy and community planning and development organizations.

How Do Community Psychologists Add Distinctive Value?

Community psychologists apply knowledge of community, social systems, and an ecological approach as our distinct value added. Community psychologists have the implementation skills to put theory, research, policy, and strategy into action in challenging and divergent settings. Community psychologists can be cost-effective additions to the workforce across a wide employment spectrum. Most importantly, community psychologists are adaptive, values-based professionals who tend to be mission-driven and thrive on working well with others.

Creating a Clinical Psychology- Community Psychology Value-Added Proposition
How Would Community Psychology Training Create Added Value for Clinical Psychologists?

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems, especially those affecting individual, their families, their workplaces, and their communities. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, family, organizational, and community levels. We do so with an explicit concern for social justice, inclusiveness and participation, the value of diversity, collaboration, prevention, and a focus on strengths. These values are at the core of clinical psychologists' concerns for evidence-based intervention, developmentally and culturally appropriate assessment of strengths, prevention, positive psychology, empowerment, and intervention at the individual, family, organizational and community levels.

How Do Community Psychologists Work?

Community Psychologists work collaboratively with others to help strengthen delivery systems, provide cost-effective services, increase access to resources, and optimize quality for individuals and their organizational contexts. Community Psychologists build on existing strengths to create sustainable change.

Clinical-Community Psychologists work as therapists, consultants, educators, grant writers, professors, program directors, policy developers, service coordinators, evaluators, planners, trainers, team leaders, and researchers in a wide range of clinical and health-service settings, in both public and private contexts.

Some of the skill areas that Community Psychology coursework and practica help to develop include:

- **Locate, evaluate, and apply information** from diverse information sources to new situations.
- **Incorporate psychological, ecological, and systems level understanding** into community development processes.
- **Contribute to family and organizational decision-making** as part of a collaborative effort.
- **Evaluate programs/services:** Develop evaluation designs. Collect, analyze, report, and interpret evaluation data.
- **Plan and conduct community-based applied research**.
- **Translate policy into community and organizational plans and programs** with observable outcomes.
- **Provide leadership**, supervisory, and mentoring skills by organizing, directing, and managing services offered.
- **Communicate effectively** in both technical and lay language with diverse stakeholder groups.
- **Build and maintain collaborations** with a network of clients, communities, organizations, and other involved professions. Negotiate and mediate between different stakeholder groups around a particular issue.
- **Demonstrate and teach** cultural competence and other key relationship skills to a wide range of constituencies.
- **Develop social marketing** and other media-based campaigns.

How Do Community Psychologists Add Distinctive Value for Clinical Psychologists?

When Clinical Psychologists add the perspective and skills of community psychology, they will strengthen their ability to work in ecologically, culturally, and developmentally sensitive ways, promote strengths, and design and implement preventive and health promotive interventions. Most important, perhaps, is that clinical psychologists will think more about the interpersonal and structural supports needed to sustain changes that result from clinical intervention. This will be a growing concern, as clinical interventions are increasingly asked to justify their short and long-term benefits and psychologists are challenged to differentiate their skills set from those of other clinicians. The collaborative approach of community psychology helps to make clinical psychologists particularly valuable assets to teams and task forces, blending skill sets with those of other professions, and working toward individual, familial, and community improvement.

Community Psychology Competencies and Clinical Psychology Applications

There are five areas in which Community Psychology competencies are well-allied with emerging opportunities in the Clinical Psychology field:

1. Foundational Principles: Use ecological perspectives to guide case-based conceptualization and intervention planning; Create opportunities to empower patients in their various contexts; Emphasize socio-cultural competence in providing clinical services; Provide or seek to arrange clinical services and outside supports for those with income challenges

2. Community Program Development: Develop, implement, manage evidence-based/beset practice intervention programs and prevention/positive mental health promotion initiatives; Provide collaborative outreach to those supporting mental health in the community; Develop community supports for clients transitioning to community settings

3. Community and Organizational Capacity Building: Facilitate conversations around increasing interdisciplinary communication and collaboration; Build capacity of clinical practitioners to emphasize prevention; Engage other practitioners in professional support communities for supervision and professional growth; Provide consultation and organizational development to settings such as schools, workplaces, medical settings, community-based service organizations.

4. Community and Social Change: Form essential collaborations including and beyond the confines of clinical offices for affecting population mental health; Evaluate and advocate for health policy; Spread public awareness to increase access and prevent illness and injury

5. Community Research and Evaluation: Evaluate case procedures and all programs for efficiency and effectiveness; Create products useful to service recipients, allied mental health professionals, community residents, policy makers and legislators

Creating a School Psychology- Community Psychology Value-Added Proposition
How Would Community Psychology Training Create Added Value for School Psychologists?

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems, especially those affecting schools and their communities. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, organizational, and community levels. We do so with an explicit concern for social justice, inclusiveness and participation, the value of diversity, collaboration, prevention, and a focus on strengths. These values are at the core of school psychologists' concerns for equity, disproportionality, prevention, positive psychology, empowerment, and intervention at the student, classroom, school, and district levels.

How Do Community Psychologists Work?

Community Psychologists work collaboratively with others to help strengthen delivery systems, provide cost-effective services, increase access to resources, and optimize quality for individuals and their organizational contexts. Community Psychologists build on existing strengths to create sustainable change.

School-Community Psychologists work as consultants, educators, grant writers, professors, program directors, policy developers, service coordinators, evaluators, planners, trainers, team leaders, and researchers in all aspects of public and private education, including religious education.

Some of the skill areas that Community Psychology coursework and practica help to develop include:

- **Locate, evaluate, and apply information** from diverse information sources to new situations.
- **Incorporate psychological, ecological, and systems level understanding** into community development processes.
- **Contribute to organizational decision-making** as part of a collaborative effort.
- **Evaluate programs/services:** Develop evaluation designs. Collect, analyze, report, and interpret evaluation data.
- **Plan and conduct community-based applied research**.
- **Translate policy into community and organizational plans and programs** with observable outcomes.
- **Provide leadership**, supervisory, and mentoring skills by organizing, directing, and managing services offered.
- **Communicate effectively** in both technical and lay language with diverse stakeholder groups.
- **Build and maintain collaborations** with a network of clients, communities, organizations, and other involved professions. Negotiate and mediate between different stakeholder groups around a particular issue.
- **Demonstrate and teach** cultural competence and other key relationship skills to a wide range of constituencies.
- **Develop social marketing** and other media-based campaigns.

How Do Community Psychologists Add Distinctive Value for School Psychologists?

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When School Psychologists add the perspective and skills of community psychology, they will add to their ability to initiate and evaluate preventive and strength-promoting interventions, carry out consultation from an ecological, developmental, and systems perspective, and bring greater coherence to schools' efforts to promote social-emotional and character development and academic improvement in students. A community psychology perspective also contributes to a realistic understanding of what is required to create school infrastructures and professional development needed for sustainable change. The collaborative approach of community psychology helps to make school psychologists adaptive, values-based professionals who thrive on working well with others in teams and task forces, blending skill sets with those of other professions, and to work collaboratively toward systems and community improvement.

Community Psychology Competencies and School Psychology Applications

There are five areas in which Community Psychology competencies are well-allied with emerging opportunities in the School Psychology field:

1. Foundational Principles: Use ecological perspectives to understand context of individual child and family circumstances; Create opportunities to empower students and staff members ; Address disparities by emphasizing socio-cultural competence in providing educational and psychological services the value of reducing inequities

2. Community Program Development: Develop, implement, manage evidence-based prevention/positive behavior promotion initiatives to promote overall school culture and climate as well as individual students' health and mental health; Build networks of school psychology practitioners across localities and countries

3. Community and Organizational Capacity Building: Facilitate conversations around reform and organizational change; Build capacity of school professionals to emphasize prevention; Engage multiple stakeholders including students, all school staff members, administrators, School Board members, parents, community organizations, community members, and media in supporting the school mission; Provide teacher support/stress management/burnout prevention and coping strategies; Develop school and community leadership competencies, including skills in small and large group processes; Provide organizational-level consultation and development.

4. Community and Social Change: Form essential collaborations including and beyond the confines of the school for affecting population health; Evaluate and advocate for school mental health and education-related policy; Spread public awareness of school identity, mission, vision, and motto to increase support an collaborative possibilities

5. Community Research and Evaluation: Assess school culture and climate and develop and evaluate improvement plans; Evaluate all school programs for efficiency and effectiveness; Create products useful to students, educators, community residents, policy makers and legislators.

Creating a Healthcare- Community Psychology Value-Added Proposition
How Would Community Psychology Training Create Added Value for Healthcare Professionals?

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems, especially those affecting individuals, their families, their workplaces, and their communities. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, family, organizational, and community levels. We do so with an explicit concern for the well-being of populations, prevention, social justice and equity, inclusiveness and participation, the value of diversity, collaboration, and a focus on strengths and health. These values are at the core of healthcare professionals' concerns for delivery of evidence-based medical services, effective and widespread preventive care and health education, and population medicine in developmentally and culturally sensitive ways.

How Do Community Psychologists Work?

Community Psychologists work collaboratively with others to help strengthen delivery systems, provide cost-effective services, increase access to resources, and optimize quality for individuals and their organizational contexts. Community Psychologists build on existing strengths to create sustainable change.

Healthcare-Community Psychologists work as administrators of a range of healthcare facilities, from community clinics to hospitals; they are health educators, grant writers, professors, program directors, policy makers and planners, service coordinators, evaluators, trainers, team leaders, strategic planners and thought leaders, and researchers, in both public and private contexts.

Some of the skill areas that Community Psychology coursework and practica help to develop include:

- **Locate, evaluate, and apply information** from diverse information sources to new situations.
- **Incorporate psychological, ecological, and systems level understanding** into community development processes.
- **Contribute to family and organizational decision-making** as part of a collaborative effort.
- **Evaluate programs/services:** Develop evaluation designs. Collect, analyze, report, and interpret evaluation data.
- **Plan and conduct community-based applied research**.
- **Translate policy into community and organizational plans and programs** with observable outcomes.
- **Provide leadership**, supervisory, and mentoring skills by organizing, directing, and managing services offered.
- **Communicate effectively** in both technical and lay language with diverse stakeholder groups.
- **Build and maintain collaborations** with a network of clients, communities, organizations, and other involved professions. Negotiate and mediate between different stakeholder groups around a particular issue.
- **Demonstrate and teach** cultural competence and other key relationship skills to a wide range of constituencies.
- **Develop social marketing** and other media-based campaigns.
    How Do Community Psychologists Add Distinctive Value for Healthcare?

Community Psychology is allied with the most fundamental realization in Healthcare: most of sustainable healing and health occurs outside of medical settings. When Healthcare Professionals add the perspective and skills of community psychology, they will add a focus on the emerging area of Population Health to traditional healthcare foci of traditional medicine, preventive care, and population medicine. Population health management requires three basic competencies for success. First, healthcare workers in this area must find ways to engage the community. Second, interventions (including policies, built environment, and programs) must emphasize both primary and secondary prevention in coordinated ways, necessary for healthcare systems to adjusting to the wave of people with serious, but preventable health concerns including diabetes and obesity. Population health management embraces the value of inclusion and finding ways to empower people to control their own health and wellness. A Community Psychology perspective strengthens one's ability to work in ecologically, culturally, and developmentally sensitive ways, promote strengths, and design, implement, and evaluate preventive and health promotive interventions. The collaborative approach of community psychology helps to make Healthcare professionals particularly valuable assets to teams and task forces within and across organizational settings, blending skill sets with those of other professions, and the skills to engage an array of stakeholders in communities, including governmental officials and advertisers and those providing consumer services (such as fast foods, construction design and implementation) with particular impact on population health and well-being.

Community Psychology Competencies and Healthcare Applications

There are five areas in which Community Psychology competencies are well-allied with emerging opportunities in the Healthcare field:

1. Foundational Principles: Use ecological perspectives to guide shift to population health; Create opportunities to empower patients and community ; Address disparities by emphasizing socio-cultural competence in healthcare and reducing inequities

2. Community Program Development: Develop, implement, manage evidence-based prevention/health promotion initiatives to promote population health;

3. Community and Organizational Capacity Building: Facilitate conversations around reform and organizational change; Build capacity of medical practices to emphasize prevention; Engage multiple stakeholders including patients, communities, organizations, staff, physicians, payers, and media by building on the competencies of community leadership, small and large group processes, and consultation and organizational development.

4. Community and Social Change: Form essential collaborations including and beyond the confines of medical offices and hospitals for affecting population health; Evaluate and advocate for health policy; Spread public awareness to increase access and prevent illness and injury

5. Community Research and Evaluation: Conduct strengths-based, participatory research, needs and resources assessment, and program evaluation; Evaluate all programs for efficiency and effectiveness; Create products useful to community residents, service recipients, healthcare professionals, policy makers and legislators

Creating an Academia- Community Psychology Value-Added Proposition
How Would Community Psychology Training Create Added Value for University Faculty in Psychology and Related Fields?

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems, especially those affecting individuals, their families, their workplaces, and their communities. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, family, organizational, and community levels. Colleges and Universities sit at the nexus of all of these contexts and must navigate them all In order to be effective. Community Psychologists bring to their work, regardless of discipline, an explicit concern for the well-being of populations, prevention, social justice and equity, inclusiveness and participation, the value of diversity, collaboration, and a focus on strengths and health. These values are at the core of university's concerns for creating structures that will meet students' developing social-emotional and intellectual needs, engaging students in community-based research and service-learning, preventing learning and health and mental health-related problem behaviors, having effective leadership of Departmental and University-Wide teams, task forces, and committees, cultivating alumni connections and support, and doing so in culturally sensitive ways.

How Do Community Psychologists Work?
Community Psychologists work collaboratively with others to help strengthen delivery systems, provide cost-effective services, increase access to resources, and optimize quality for individuals and their organizational contexts. Community Psychologists build on existing strengths to create sustainable change.

Faculty members who are also Community Psychologists include those in community, clinical, school, developmental, cognitive, social, preventive, positive, and health psychology, planning and public health, social work, anthropology, sociology, political science, women's, ethnic and religious studies, law and criminal justice, and management and labor relations. They work as administrators, instructional designers, grant writers, program and research directors, service coordinators, evaluators, trainers, team leaders, strategic planners and thought leaders, and community-oriented researchers, adding value beyond their content-professional expertise.

Some of the skill areas that Community Psychology coursework and practica help to develop include:

- **Locate, evaluate, and apply information** from diverse information sources to new situations.
- **Incorporate psychological, ecological, and systems level understanding** into university community processes.
- **Convene diverse groups for respectful, constructive dialogue and collaborative problem solving.**
- **Contribute to faculty and organizational decision-making** as part of a collaborative effort.
- **Evaluate programs/services:** Develop evaluation designs. Collect, analyze, report, and interpret evaluation data, particularly around student retention/dropout/transfer/delayed completion.
- **Plan and conduct applied research in the university context, including Student and Residence Life**.
- **Translate policy into community and organizational plans and programs** with observable outcomes.
- **Provide leadership**, supervisory, and mentoring skills by organizing, directing, and managing services offered.
- **Communicate effectively** in both technical and lay language with diverse stakeholder groups.
- **Build and maintain collaborations** with a network of individuals, professionals, and organizations, both inside and outside the University community. Negotiate and mediate between different stakeholder groups around a particular issue.
- **Demonstrate and teach** cultural competence and other key relationship skills to a wide range of constituencies.
- **Develop social marketing** and other media-based campaigns.

How Do Community Psychologists Add Distinctive Value for Universities and Colleges?

Community Psychology is allied with the mission of most higher education settings: to prepare the next generation of leaders and citizens, locally and globally. Further, there is a commitment to social justice and educational equity. The doors of higher education must not only be open to diverse students and those whose families may not include have college background, but there must be ways of ensuring that those who enter leave with degrees and a pathway to success. Higher education is changing and must adapt to those changes in both technological and human ways. Education extends beyond the college walls and the responsibilities of effective universities of the future to their students will not cease upon their graduation. When Higher Education faculty add the perspective and skills of community psychology, they will add expertise and perspective in four essential areas: effective collaborative team/committee development and management, primary and secondary preventive approach to student mental health, action-research focus on university-based opportunities and problems, and service-learning paradigms. As colleges and universities enter a phase of challenge and competition, having faculty members whose expertise is aligned with larger institutional success as well as personal career success in a "both/and" way will be a considerable source of organizational strength.

Community Psychology Competencies and Higher Education Applications

There are five areas in which Community Psychology competencies are well-allied with emerging opportunities in Higher Education:

1. Foundational Principles: Use ecological perspectives to guide shift to more comprehensive planning; Create opportunities to empower students and staff ; Reduce inequities by understanding socio-cultural competence and context and adding support resources and structures

2. Community Program Development: Develop, implement, manage evidence-based prevention/health promotion initiatives to promote student and staff health, stress management, and nonviolent conflict resolution;

3. Community and Organizational Capacity Building: Facilitate conversations around reform and organizational change; Build capacity of university health and mental health and disabilities services, Student and Residence Life and Commuter services for collaborative and coordinated efforts; Engage multiple stakeholders for student success, including student support services, economic assistance, tutoring/mentoring/academic support, student advising, career services, and university communications by building on the competencies in community leadership, small and large group processes, and consultation and organizational development.

4. Community and Social Change: Form essential collaborations including and beyond the confines of the university and foster experiential and service-learning paradigms; Evaluate and advocate for higher education policy; Find ways to share university expertise and knowledge widely and accessibly; Spread public awareness about university programs and efforts and foster greater collaboration.

5. Community Research and Evaluation: Conduct strengths-based, participatory research, needs and resources assessment, and program evaluation; Evaluate all programs for efficiency and effectiveness; Create products useful to community residents, students, university staff, alumni, policy makers and legislators