

LINKS

An occasional newsletter linking those with an interest
in Community Psychology

April 2008

Inside this issue:

The National Apology	2
Using Children's Cortisol Levels as a Marker of Quality Child Care	3
Old Dogs New Tricks, New Dogs Old Tricks: Having Phun with Fotos	4
Spreading the Word about Community Psychology	6
Wisdom of the Future: Chatting to Community Psychology Students	
Lisa Hartley	7
Julianne Beel	8
Kathryn Russell	8
Statement for the APS College of Community Psychologists' Award of Distinction: Arthur Veno	9
Upcoming Conferences	10
APS College of Community Psychologists: WA Branch News	11
Useful Contact Details	12



As dawn breaks over the Perth foreshore, **LINKS** readers prepare to be a part of history in the making.

Welcome.....

Hello everyone and welcome to the April issue of **LINKS**, our occasional newsletter for those with an interest in Community Psychology.

In this issue, Lisa Hartley vividly describes the thoughts and feelings surrounding The National Apology, as received by Western Australians as they crowded onto the Swan River foreshore. She also delves into the question of what the apology means in terms of national healing, as we accept and move on from the injustices of our past.

Margaret Sims brings to light her study on the effect of child care centres on children; considering the relationship between Children's Cortisol Levels and quality of care. Then Neil Drew takes us traveling through time as we consider the age old adage 'Can you teach an old dog new tricks?'

Kathryn Russell questions what it means to be a Community Psychologist, drawing on the thoughts and experiences of our **LINKS** readers—so don't forget to offer your own ideas for the next issue! We also take a look at Wisdom of the Future; Community Psychology students who are grappling with the same issues.

Finally, the APS offers their own definition of Community Psychology. Join us in congratulating Arthur Veno, the recipient of the APS College of Community Psychologists' Award of Distinction.

Don't forget to check out the Upcoming Conferences and, if you're lucky enough to attend one, jot down a few thoughts and send them in so that we can continue to make **LINKS** a newsletter from the community to the community!

Feel free to contact **LINKS** with your responses on this issue and suggestions for future issues. General contributions are welcomed and should be forwarded to: ajpsychlists@westnet.com.au

The National Apology

Lisa Hartley



(Photo courtesy of Neil Drew)

On 13th February 2008, the Australian Government made their Apology to the Indigenous Stolen Generations. It was a day when the Australian community, black and white, came together in remembrance for those Indigenous Australians who, over generations, were forcibly removed from their families and communities simply because of their race. This Apology was a long, long, time coming for the individuals, families, and communities whose lives have been permanently scarred as a direct result of government policies, and whose pain has been compounded by years of political inaction from previous governments.

I was honoured to have been in the company of hundreds of other supporters who gathered on the foreshore of Perth's Swan River to watch the live coverage of the Apology. Community support in Perth was so strong that we could not all fit into the designated area which was equipped with a large television screen. Having happily settled for listening to the Apology outside the designated area, I sat back and looked around at the crowd of fellow supporters. I felt a strong sense of unity. It was the same sense of unity that I felt walking across Sydney Harbour Bridge in 2000 for Sorry Day. Only this time was different: there was also a sense of anticipation. Anticipation that this time Indigenous Australians, and indeed many of the wider Australian community, were getting a long awaited result.

During his speech, Prime Minister Kevin Rudd showed genuine human warmth and real courage. His speech was poignant, and supporters spontaneously clapped every time he said the word 'sorry', which was nine times, to be exact. This is in stark contrast to former Prime Minister John Howard's active silencing of the word 'sorry' from public debate about

the Stolen Generations. For me, Howard's political action over the past 11 years made Kevin Rudd's Apology that much more memorable. Perhaps more memorable than the number of times Rudd said the word 'sorry', was the fact that he spoke with utmost respect. Opposition Leader Brendan Nelson's speech, by comparison, received an overtly hostile reaction; many booing and jeering, then turning their backs on the big screens carrying Dr Nelson's address. The sight and sound of Nelson became so upsetting that the big screen was eventually turned off.

Let us not permit Nelson's speech to detract from the importance of the happenings of February 13th 2008. I believe the Apology that Rudd offered marks the beginning for national healing. While it is only part of what is needed to aid in the process of Reconciliation, it is an incredibly important part. As reiterated by Rudd, the giving of an Apology was about acceptance, respect, and emotional healing. I think that many of the critics of the giving of an Apology to the Stolen Generations underestimate the importance of these symbolic events, and the central role that emotional healing plays in the path for practical and material advancement for Indigenous people in Australia.

Apart from marking the beginning of national healing, I think the Apology presented many people within the Australian community with a sense of pride. For the first time in a long time I felt proud to be Australian. I felt proud to be a member of a society that, for hopefully more than one moment in time, held social justice and human rights with up most importance. I can only hope that Prime Minister Kevin Rudd acknowledges that genuine collaboration with Indigenous communities (i.e., not tokenistic collaboration) is essential in ensuring the success of the Reconciliation process between Indigenous and non-Indigenous Australians. And as community psychologists, we should actively advocate for this process.



(Photo courtesy of <http://www.abc.net.au/news/stories/2008/02/13/2161325.htm?section=justin>)

Using Children's Cortisol Levels as a Marker of Quality Child Care

Margaret Sims

Parenting styles and parent-child attachment have received much research attention over the years. For example, evidence is clear that children in receipt of hostile parenting (e.g., few affectionate interactions between parent and child, irrational punishment, lack of attention, or erratic attention) demonstrate abnormal biological stress responsivity and lowered immunity (thus more frequent illnesses), and these differences persist into adulthood. Thus the quality of parenting has a significant impact in shaping children's long term outcomes.

Significant numbers of Australian children are exposed to regular, non-parental care, and the demand for child care places is growing. American research suggests that children who attend child care are at risk, linking long hours of centre-based care, or attendance at an early age, to undesirable psychosocial outcomes. This research generates considerable media attention in Australia, causing concern for parents using centre-based care. However, the relevance of the American research to the Australian child care context is questionable, given that most American researchers acknowledge the overall poor quality of child care in America.

Australian child care centres are evaluated every 2½ years by the National Childcare Accreditation Council, supplemented by spot checks as a means to ensure quality. Despite this, parents can find it difficult to understand how well or poorly a centre is performing under the current arrangements, and find it difficult to use the accreditation system effectively in choosing their child care arrangements. The newly-elected Rudd Government has promised to introduce a five-star rating system, with five stars representing excellence and one star unsatisfactory.

In my research I focus on examining aspects of parenting and high quality community-based service delivery to young children and their families. In the days when accreditation of child care was first introduced I was particularly concerned about the quality of this care and the impact that child care has on children. As a society we tend to expect that young children are cared for in their homes by their mothers. We believe that care outside of the home is not as good as care in the home and these beliefs have a major influence on the funding and resources made available to the child care sector. However, that

is clearly not true as we know that there are some children living in homes that are dangerous, and some children attending very good care.

In following my interest in child care and its impact on children, I came across studies using cortisol as a biomarker of stress and realised just how useful that would be in determining the immediate impact of the child care environment on children. As humans, we react quickly to stressful situations and cortisol is one of the hormones released to enable our bodies to cope with stress. We expect cortisol levels to return quickly to normal once the stressful event is over. However, when we are chronically stressed, our bodies are subject to long term cortisol elevations. When this happens in our early years of life it impacts on our brain development and can have significant and enduring deficits in physical and psychosocial functioning. So using cortisol to measure the immediate impact of the child care environment on children gives us the ability to make some predictions about how this environment might be influencing children's long term outcomes.

By taking saliva samples twice a day, the levels of cortisol in children attending child care centres can be measured. My research shows that children's cortisol response to child care is dependent on the quality of the care. Children attending high quality child care centres demonstrated a drop in cortisol levels over the course of the day, irrespective of home environment, which indicated that their needs were being met by responsive and caring staff. A high quality centre is characterised by warm, responsive, and respectful staff-child relationships and good communication between parents and staff.

A core finding of my research is that the relationship dimensions of quality are very influential in shaping children's cortisol responses. In this dimension of quality (in comparison to curriculum/programming dimensions), child care centres rated as 'satisfactory' are not good enough; cortisol levels of children attending centres where relationship measures of quality were satisfactory or unsatisfactory were higher over the day, indicating that the children are stressed. The relationship dimensions of child care need to be of high quality for children to benefit. In contrast, infant and toddlers are more vulnerable to variations in quality care, and for these age groups, ALL dimensions of service need to operate at high quality levels.

In addition, we see an interaction between quality of parenting in the home and quality of service delivery. Children coming from home environments where parenting quality was not high showed a decline in cortisol levels even in poor quality child care, though their decline was greater in higher quality centres. In contrast, children from home environments where

parenting quality was high showed increased cortisol levels across the day in poor quality centres, and a decline in high quality centres. For many years welfare workers have placed children at risk in child care, on the assumption that an out-of-home service of higher quality than the home environment must be of benefit to the child: we can now see that such a placement does, in fact, demonstrate benefits in terms of children's cortisol responses, that will ultimately become manifest in longer term outcomes.

The scientific evidence demonstrates that it is crucial to get children's early years right because of the long-term consequences. This means we need to provide support to families at home as well as improving child care quality, because a lot of the surface glitz that is marketed as quality child care – bright toys and slick literacy programs – is not quality. Quality is about relationships.

Associate Professor Margaret Sims
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Preliminary Announcement

Lauren Breen

The Trans-Tasman Community Psychology conference will be held in Perth mid-2009. The conference organising committee is busy finalising the theme, dates, venue, and exciting keynote speakers. Stay tuned for more details.

The Trans-Tasman Community Psychology team (in alphabetical order) is -

Dr Lauren Breen

Associate Professor Lynne Cohen

Dr Dawn Darlaston-Jones

Dr Julie Ann Pooley

Old Dogs New Tricks, New Dogs Old Tricks: Having Phun with Fotos

N. Werd

Woof! I'm an old dog now, but there is no reason why I can't learn new tricks. And I have. Now I'm a one trick pony (as you can tell I am going to mangle metaphors, club clichés, and obliterate alliterations!). I dropped out of high school. On my way home from school having made that fateful decision, as I dodged the swooping Pterodactyls and prowling Tyrannosaurus Rex, I reflected on the only thing I had achieved with distinction in my final months at high school. I had failed maths, and not only that; I had failed with distinction. That effort came back to haunt me some five years later when, via a number of menial and soul destroying jobs, I was accepted into a regional university as a mature aged student. I enrolled in psychology and soon found myself (gulp) in a first year stats class.

From an initial response of absolute fear and trepidation I resolved to get (as my dad always said) 'head down, arse up' and give it a go. I was blessed with a tutor who understood such fears and he soon set me on the path to becoming what is now referred to as a 'Quantoid'. (My dad said some other things that were apt to my feelings on first joining a stats class. He was a commercial airline pilot and described flying in difficult circumstances as flying at *maximum pucker* – with the cheeks of his bum clenched as tightly as possible). I flew for the first few months of stats at max pucker. Look... long story short, I found that once I got the hang of it I was really good at this stats stuff. So I unclenched my bum and before long I had done 15,000 calculations of standard deviation (it wasn't until the 14,847th - yes I was counting - that I actually realised what the standard deviation was!), I could do a factorial analysis of variance by hand and, God help me, I knew what a multivariate analysis of co variance was!

I was captured heart and soul by the dominant discourse of the time in social psychology. I went on to produce an Honours Thesis on cognitive algebraic formulae for understanding equity in marriage which I understand has since been sealed in a lead container and buried at an unknown toxic waste disposal facility. I also believe the examiners are still being treated for PTSD and contemplating a class action against the University (which for that reason will remain nameless). But... that all came much later. For the first several years of my career numbers rocked. Then I graduated to the so called real world. What a messy place that turned out to be! My 'subjects' proved to be obstinately complex

and nuanced, where they lived things kept moving regardless of my best efforts to 'control' them and despite all that I had been told my numbers refused to be 'normal'. Agghhh!

But I soldiered on, determined to push back the boundaries of ignorance in a scientific way. A lecturer of mine at the time wrote a book on ignorance and explained that meta ignorance is *not knowing what you don't know*. True...true...and boy didn't I not know what I didn't know! I was blissfully meta ignorant for most of this time. But thankfully, this veil of ignorance (sorry John) was lifted when I moved to Western Australia and discovered community psychology and some of the wonderful people pursuing a different and exciting way of viewing the world. Community psychology is the bower bird of psychology sub disciplines borrowing from a variety of health related disciplines concepts like prevention, empowerment, respect for diversity, and the ecological analogy. I hasten to add; borrowing *and* enhancing in significant ways that positioned community psychology as a vibrant, dynamic, and principled discipline that really seemed to be making a positive difference in the world.

To a 'quantoid', opening this treasure trove of perspectives on the world of ways of knowing provided an 'aha' moment when I came to understand what Harre meant when he said, "For scientific purposes treat people as if they were human beings". Over the next few years I pursued my burgeoning passion for qualitative research and utilised these methods to achieve my life's work of moving from being meta ignorant to becoming merely ignorant. It remains a work in progress. As the numbers fell away, I stomped around the place for a couple of years being a grumpy old new age critical psychologist. There is no-one quite so zealous as a reformed smoker or a reformed quantoid.

I began to appreciate the richness of the human experience through a different lens (note the clever segue into the use of photography). So my journey from empiricism ran through critical multiplism, perspectivism, constructionism, constructivism, substantive theorising, post modernism, post structuralism, narrative, conversational interviewing, the first position, the second position, the third position (no ... it has nothing to do with the Karma Sutra – check with Bob Newbrough if you don't believe me), tacit knowledge, assertoric knowledge, and on and on until that fateful day when someone said:

"Have you heard of this thing called Photovoice?"
...double take... "Uhh?"

"Photovoice; using photography and text to promote

social change and transformation."

"Ahh"

Thus began a journey of discovery of this wonderful, evocative, provocative, engaging, empowering method for documenting the lives and experiences of people who may otherwise be denied a voice. I have truly succumbed to what I was happy to call the scourge of experimentalism - the Law of the Instrument!

While they concluded that everything required experimentation, I now find that everything requires photovoice. Photovoice is no new fad however. Photography and text have been used by researchers for many, many years. But as I said, I'm an old dog and this is a new trick for me...and a very, very, good one. For new dogs I thoroughly recommend this old trick. I can say without fear of contradiction that never in my long experience of them has a number reduced me to tears. Try it. 5.25....Any tears?...No. Even if we add the standard deviation 5.25 (1.2)...nope nothing...not a single leak from the eye region. Yet when I see a photograph by a young Aboriginal man taken holding a camera out the window of his car looking back with fog all around accompanied by the text "Sometimes things seem to be clear for me, where I'm going, then I look further and see only fog", something clutches at my heart and I experience the thrill of being invited to a conversation about what it means to be a young Aboriginal man these days.



When I see a photograph of the bronze statues of migrants arriving at the Port of Fremantle taken through a temporary chain link fence with the

photographer commenting on the changing nature of our welcome for people from other countries; how can I not be moved by the plight of refugees in Australia? When I see a photograph of a soccer ball stuck half in and half out of the barbed wire fence atop the Perth Refugee detention centre I don't even need the text! A soccer ball! What more iconic image of diversity could you stick through the barbed wire at a home grown concentration camp? And when I am invited to join the young people of Guatemala as they share their experiences of oppression, marginalisation, and poverty in the slums of Guatemala City I am indeed moved to tears. Not once, not twice, but repeatedly. Such is the power of this technique.

I am not suggesting for a moment that you too succumb to the Law of the Instrument. I am however, inviting you to an exhibition of the work of the Guatemalan photographers. You had better hurry though; the

exhibition will be mounted for just another couple of weeks at the University of Notre Dame, Fremantle, in ND24 on the corner of Mouat and Croke Streets. The exhibition is free. All that is asked of you is that you make a comment in the visitor's book. The Guatemalan photographers are delighted that there is an audience for their work so far away. Your comments will be relayed to them. They have just recently obtained permission to show the photographs in Guatemala City, having been denied for several months, and have been energised by the show of support for their work here.

I am no expert in photovoice. Every day using this technique in my work is a joy of discovery and learning. Indeed, I happily remain an enthusiastic amateur. I have no refereed journal articles on this topic to my credit. I have not written a book about it. In fact, the only thing I have done is give the odd seminar (see Bishop, 2007). But you know what? These photographers do not need me to speak for them. They are gloriously and eloquently able to speak for themselves given the opportunity. I may be an old dog but this is not a pissing competition. I will not be marking any trees to delineate this as my turf. If you want to learn more; stop reading this and visit www.photovoice.com, or read the outstanding Honours thesis by Elsa Cornejo which documents the process leading to the exhibition, and eloquently and passionately elaborates the theory and practice of photovoice. (ecornejo1@nd.edu.au). Woof!

I saw this written on the wall... 'Jesus is my Lord', but then it caught my attention that there is blood on it. It reminded me of all those people who suffer just like Jesus did. Who die at the hands of the powerful. Rafa



Where Are They Now?

We've heard from some Community Psychology graduates but [LINKS](#)' avid readers, would like to hear from more. Let us know what you've been up to since graduating from Community Psychology. Jot down your tale and forward it to AJ: amiee-jade@westnet.com.au

Spreading the Word About Community Psychology

Kathryn Russell

I believe I feel safe to write about Community Psychology (CP) in a CP newsletter, but when I was in my first year of Postgraduate CP, the mere thought of telling someone about CP was enough to make me break out in a bit of a sweat!

Let me explain. Some past conversations with friends, work colleagues, and students have gone like this: "So what are you studying at university?" I answer: "Community Psychology". The inevitable reply is "Oh, let me lie down and tell you all about my troubles" or even worse "I suppose you're analysing us all then?" To which I would speedily reply "I'm not studying that sort of psychology. That's just one aspect of psychology. Psychology covers a whole lot more than counselling! Community Psychologists are more into preventing the types of problems that send people into a spin". Now this was a really simplistic and not an entirely correct description of the purpose and function of CP. Dear reader, please understand that I was in a sweat with not only having to disabuse people of the idea that I might be eager to hear their personal tribulations, but also to explain simply and coherently about my chosen profession!

Regardless of what I (and others) know about CP, I believe those studying and working as CPs experience this very same erroneous perception by the wider and uninformed community when asked about our profession. Now, I know CP is much more than the simple explanation I would supply in my first year. For example, CP works within a systems framework with a major core value of social justice. I know that other core values are individual and family wellness, sense of community, respect for human diversity, citizen participation, collaboration, and community strengths, as well as empirical grounding.

How can students of CP tell people about this exciting field of psychology without using buzz words such as capacity building, resilience, and empowerment, all of which have a tendency to cause eyes to glaze over? How do we tell people that CPs can integrate research with action so that change can occur to transform the lives of individuals and communities? Truly, how can CPs make their profession known to others not working as CPs for the great work that is undertaken?

I
Most of all how can we tell "ordinary" people we do

different work to the stereotypical counselling psychologist? Is there a short reply to the often heard “Let me tell you my troubles”? If anyone can supply me with a really good stock answer, I want it! An answer/explanation that doesn’t cause the ordinary person on the street to wear a blank look, or to interrupt and tell you their troubles anyway! So here’s the challenge fellow CPs: What is a nicely packaged explanation (around 25 words or less) that tells a person about the principles/values of Community Psychology? What explanation can you give to the person you are chatting to in the supermarket queue that clearly describes Community Psychology? Is there such a descriptive, yet brief explanation that is easily understood?

My name is Kathryn Russell and I am in the final stages of completing my Professional Doctorate in Psychology (Community) at Edith Cowan University, Perth, Western Australia. Email: k.russell@ecu.edu.au

We would like to invite [LINKS](#) readers to share your responses to Kathryn’s thoughts. How do YOU define community psychology to the members of the general public who you meet on a daily basis? Send through your ideas to AJ: amiee-jade@westnet.com.au

Wisdom of the Future: Chatting to Community Psychology Students

Lisa Hartley



My name is Lisa Hartley and I’m in my second year of my Ph.D. at Murdoch University, Perth. I first became aware of community psychology during my Honours year when I read an article by Prilleltensky. It was quite a liberating read; I felt immediate akin to the underlying philosophy of CP and instant relief...I had *finally* read something in psychology that I identified with! You see, during my undergraduate training (which was not at Murdoch University) I studied the seemingly conflicting disciplines of psychology and

sociology. I thoroughly enjoyed sociology as I felt it had a lot to offer in terms of understanding key social issues and liked the fact that it emphasized the role that values and philosophy played in the discipline. At the same time, I was also being told that to be a good psychologist and researcher, one’s values and philosophy must be controlled. This conflict between my philosophy and the practice of psychology has been the source of great tension for me, and hence the discovery of CP was met with great excitement.

Despite feeling strong identification with CP, I often feel like an imposter; holding values that adhere to CP, but conducting research that would be classified as more mainstream social psychology. How can I legitimately write in [LINKS](#) and claim that I am a community psychologist? Is that what I am? Or am I a just sympathiser? When can one call them self a ‘true’ follower of a particular psychological approach? Are these even sensible questions to ask? In response to these qualms, I was given this piece of advice by a fellow Community Psychologist, Dawn Darlaston-Jones:

“You are not an impostor because the definition of CP... is one of philosophy not education. CP is based on values such as respect for diversity, social justice, human rights, empowerment etc. and therefore ANYONE who embraces a philosophical foundation incorporating these values can regard him/herself as a CP. It actually has nothing to do with the discipline in which you train or the focus of your psychology epistemology”.

While I am aware that this particular position is a disputed one within the realm of CP, it holds great value for me. During my Honours and Ph.D. years, my concern for issues of social justice and human rights has guided the research topics that interest me, and also the types of community work that I engage in. My Ph.D. research focuses specifically on attitudes towards cultural diversity and political action about this issue.

I hope to continue reading and embracing the principles of CP well beyond the completion of my Ph.D. And I also expect that I will continue to feel tension between the practice of psychology and my philosophy. I think feeling this tension is a good thing every now and then. It is a sign that you are thinking, reflecting, and approaching psychology with the critical mind that it is intended for.

Julianne Beel



My name is Julianne Beel and I am a supporting parent with two dependent girls, and lots of other dependents including a dog, three cats, a rabbit, a guinea pig and birds. I commenced my psychology undergraduate degree in 2000 at the age of 43. I came to ECU in a roundabout way, having begun a teaching degree in 1987 at the then Western Australian College of Advanced Education (WACAE). WACAE evolved into Edith Cowan University and thus, when I was ready to return to study, I was accepted as a prior student.

The early years of psychology study were extremely enjoyable for me, and I found that the course offered me subjects that tweaked my interest and stretched my intellectual capacity. I completed my undergrad in four years, and then began a postgraduate diploma.

My research project for the postgraduate diploma, GPs' attitudes towards psychologists, has recently been accepted for publication in *Families, Systems & Health* journal later this year. Following the postgraduate diploma, I commenced my Masters of Community Psychology and, in a follow up to my fourth year study, I am conducting a qualitative investigation into psychologists' attitudes to GPs.

From second semester of the Masters, I have been tutoring various subjects to undergraduate psychology students. I find tutoring to be a very rewarding experience and it has provided me with more confidence, whilst reinforcing my own understandings of concepts.

One of my early practicum placements for Community Masters was with the Vario Institute at ECU. In this placement I was a research assistant in the Wicking Project – a study that is investigating whether exercise reduces Beta amyloid proteins, and provides a protective factor against the development of Alzheimer's Disease. This study is multi-disciplinary and, in line with core community psychology values, has a collaborative focus on prevention and

intervention. This placement has continued on as work, and I am still involved in both baseline and follow-up memory testing of older adults.

Another early placement was also within ECU and involved assisting with the revision of the Tutor Training Manual, following redevelopment by Dr. Julie-Anne Pooley, Associate Professor Lynne Cohen and Dr Paul Chang. This gave me the opportunity to trawl through the many useful areas of the Learning and Development website, and also to upgrade my formatting skills. Further, it was a valuable experience in understanding the ecological systems of tertiary education; university social supports available to tutors and students; and the needs of a defined community (psychology) of tutors and students.

My last placement commenced was at the Disability Services Commission. This agency appealed to me as I have a brother with a disability, for whom I act as an advocate. The placement involved evaluating a campaign that had been run previously by the DSC. The practicum was really interesting as it gave me the opportunity to conduct a phone survey, analyse the findings, present conclusions, and to write a report. Further, I came to see how the DSC operates with a strong philosophy of inclusion, human rights, and a collaborative community focus. I felt that this was an ideal place for a community psychologist as a practicum or work placement.

Following on from this placement, I was offered paid employment as a Project Officer with the DSC. The project in which I am involved promises to be very interesting and the outcomes may help to inform best practice in the future.

I anticipate completing my Masters degree by the end of this year.

Kathryn Russell



My name is Kathryn Russell. I began postgraduate study in Community Psychology in 2005. Community Psychology had always interested me as I realised the value of preventative practices as a way to improve the quality of life for individuals and communities rather

than to rely solely on responding to crises. Prevention just made more sense to me and Community Psychology seemed to “fit” with my own personal world view.

During the last three years I have had the opportunity to develop skills through practicum placements. The practicum placements I have undertaken have been varied. For example, my first placement was a community consultation project in the City of South Perth regarding perception of the risk of potential emergencies. Other placements involved being part of the organisation team of a qualitative research conference in 2006 and development of an online peer mentoring program for 1st year psychology students who study off campus. Mentors for the program are primarily 2nd and 3rd year students who have studied externally. The program is now in its third year of operation.

A more recent placement was with Wanslea Family Services. The brief was for myself and two other students – Linda Rogerson and Lisa Lemme - to develop two workshops for family day carers on the topics of Brain Development and Emotional Development in the Early Years. This also led to another placement to develop similar workshops for delivery to Playgroup mothers. In the latter half of 2007, I also updated and expanded a service directory for the Mirrabooka Communities for Children area under the direction of the Smith Family. This directory is being distributed to various agencies and services in the area as well as the two councils of Wanneroo and Stirling. More recently, I have been involved in compiling a demographics report and analysis as part of the evaluation of the Mandurah Family Relationships Centre.

Apart from the practicum placements and coursework during the last three years, I have also been working on my research project. My topic is “The Construction of Wellbeing for Sole Mothers: An Exploration of the Relationship between Work, Welfare, Social Justice, and Wellbeing for Solo Mothers”. The catalyst for this research project was the introduction of the “welfare to work reforms”. The reforms prompted many questions for me, particularly in regard to the wellbeing of solo mothers. Although the data for the project has been collected, I still have absolute screeds to write! This is my focus for the remainder of 2008!

Statement for the APS College of Community Psychologists’ Award of Distinction: Arthur Veno

Heather Gridley

Dr. Arthur Veno received the inaugural APS College of Community Psychologists Award of Distinction because of his foundational and leadership roles in the College (then Board), and also for his work in promoting Australian Indigenous psychology. The Award also recognised Arthur’s mentoring role to students and practitioners over the years.

Although equally well known and published in the field of criminology, Arthur’s curriculum vitae attests to the foundational nature of his long list of contributions to Community Psychology, across three states as well as nationally. A few of his achievements are:

- He taught Community and Social Psychology from 1985–1994 at Monash University
- He was National Chair of the Board from 1987-1990
- From 1984-1989, he was Editor of *Network: The Bulletin of the Board of Community Psychologists*, now published online as *The Australian Community Psychologist*
- In 1992, he and New Zealand’s David Thomas edited *Psychology and Social Change: Creating an International Agenda*, a joint Community Psychology textbook, which was the first non-United States book in the area

In the mid 1970s Arthur Veno and James Gardner established the first community psychology course in Australia, a multidisciplinary program at the University of Queensland. Arthur later taught postgraduate community psychology at the WA Institute of Technology (now Curtin University). After he left, Brian Bishop took over, thus continuing a genealogy in Western Australia that endures today at Curtin, Edith Cowan and Notre Dame Universities.

In 1985, Arthur came to Gippsland Institute of Advanced Education, which later merged with Monash University. He later moved to Monash’s Caulfield campus as head of the Centre for Police and Justice Studies. But it was his most significant contributions to the establishment and growth of the Community Board/College that took place at Gippsland.

When community psychologists were galvanised to engage with Indigenous issues by events at the International Congress in Psychology in Sydney in 1988, Arthur worked with a small number of Indigenous psychologists and educators to develop

a symposium on issues of race and power. This was presented at the 1990 APS Conference in Melbourne. Immediately afterwards, the first Trans-Tasman Community Psychology conference held in Australia got under way, organised by Veno, to raise participants' awareness of social (in)justice issues and their effects on Indigenous people. This 'social change workshop' involved a 7-day journey to Roxby Downs and Maralinga in the South Australian desert. Arthur subsequently became the interim inaugural convener of the APS Interest Group on Aboriginal Issues, Aboriginal People, and Psychology, formed at the 1991 APS conference in Adelaide. Arthur convened another Trans-Tasman mobile workshop/journey in 1993 from Brisbane to the Aboriginal community at Yarrabah, North Queensland, which was dubbed 'the peace train'.

Arthur's own blending of research and action exemplifies best practice in applied community psychology. He is recognised internationally as an authority on the culture of motorcycle clubs, as evidenced by the popularity of his defining books on the Outlaw Bikers. His work with the policing of motorcycle groups represents one of the most innovative early applications of Community Psychology theory to an Australian community context, and saw him win several state and national awards for peace and violence prevention.

To sum up, Arthur's deep commitment to community psychology has earned him a place of regard as one of our elders. He has made a truly substantial, though often unorthodox, contribution to the profession and discipline, all in the context of enhancing community wellbeing.



Arthur Veno

Congratulations!

LINKS would like to congratulate Arthur Veno for being awarded the APS College of Community Psychologists Award of Distinction for his contributions to the field of Community Psychology in Australia.

Upcoming Conferences

NATIONAL

Australian Universities Community Engagement Alliance National Conference: Engaging for a Sustainable Future on the Sunshine and Fraser Coasts, Queensland.
9-11 July 2008
<http://aucea.net.au/traction/permalink/NationalConference1>

The Men's Advisory Network Inc. 2nd National Conference: From Babies to Blokes: The Making of Men at the Esplanade Hotel in Fremantle, Western Australia.
3-6 August 2008
Call for proposals now.
Email: promaco@promaco.com.au
<http://www.promaco.com.au/2008/man/>

The 12th Biennial Conference of the International Society for Justice Research in Adelaide, South Australia.
14-17 August 2008
Email: isjr@flinders.edu.au
<http://socsci.flinders.edu.au/isjr/home.php>

2nd National Volunteering Research Symposium at the Radisson Resort on the Gold Coast in Queensland.
2 September 2008
Call for proposals now.
Email: events@volunteeringaustralia.org
<http://www.volunteeringaustralia.org/Conference>

12th National Conference on Volunteering at the Radisson Resort on the Gold Coast in Queensland.
3-5 September 2008
Call for proposals now.
Email: events@volunteeringaustralia.org
<http://www.volunteeringaustralia.org/Conference>

43rd APS Annual Conference: Psychology Leading Change at the Hotel Grand Chancellor in Hobart, Tasmania.
23-27 September
<http://www.apskonference.com.au>

11th Trans-Tasman Community Psychology Conference: Exploring Boundaries, Expanding Frontiers in Perth
Mid 2009
Email: Dawn Darlaston-Jones
ddarlastonjones@nd.edu.au
or Julie Ann Pooley
j.pooley@ecu.edu.au

INTERNATIONAL

2nd International Conference on Community Psychology: Building Participative, Empowering and Diverse Communities (Visioning Community Psychology in a World-Wide Perspective) in Lisbon, Portugal.

4-6 June 2008

Call for proposals now

Email: Associate Professor José Ornelas
jose.ornelas@2iccp.com

<http://www.2iccp.com>

Subjectivity International Conference in Critical Psychology, Cultural Studies and Social Theory at Cardiff University in the United Kingdom.

27-29 June 2008

Call for papers now

Email: subjectivity@cardiff.ac.uk

<http://www.cardiff.ac.uk/socsi/subjectivity>

22nd Global Conference of the International Peace Research Association: Building Sustainable Futures: Enacting Peace and Development in Leuven, Belgium.

15-19 July 2008

<http://www.ipra2008.org>

34th Biannual Congress of the International Association of Schools of Social Work (IASSW): Transcending Global-Local Divides at the International Convention Centre (ICC) in Durban, South Africa.

20-24 July 2008

Email: iassw2008@infossa.co.za

<http://www.iassw2008.co.za>

British Psychological Society Division of Health Psychology and European Health Psychology Society Conference: Behaviour, Health and Healthcare: From Physiology to Policy at the University of Bath in UK.

9-12 September 2008

<http://www.bath2008.org.uk>

Annual UK Community Psychology Conference: Walking the Talk: Community Psychology, Mental Health and Making a Difference for Communities at Napier University in Edinburgh, UK.

18-19 September 2008

Call for proposals now.

Email: Grant Jeffrey GR.Jeffrey@napier.ac.uk

Or Rebekah Pratt rebekah.pratt@ed.ac.uk

<http://www.pacarras.net/CP2008.html>

3rd Annual Northwest ECO/Community Psychology Conference in Portland, Oregon, USA.

17-18 October 2008

Email: pdx01350@pdx.edu

2008 Midwest Eco Conference in Battlecreek, MI, USA.

10-11 October 2008

Email: MidwestECO2008@gmail.com

3rd International Community, Work and Family Conference: Innovation and Sustainability in Utrecht, the Netherlands.

16-18 April 2009

Email: cwf2009@uu.nl

<http://www.fss.uu.nl/cwf2009>

Thanks to everybody who forwarded the information on the conferences above. Please continue to send in information on conferences and events for inclusion in [LINKS](#).

APS College of Community Psychologists

WA Branch News

Anne Sibbel

**APS College of Community Psychologists
National Student Rep.**

The WA Committee of the APS College of Community Psychologists met earlier this year to plan our program for the year. At this meeting we agreed to wait until there had been a response from the APS Board of Directors to the National Committee's letter considering options for the future of the College before we structure our activities for the year.

Although the APS Board has met twice since the letter was submitted we have to date received no response from them and the future of the College remains in limbo.

However, on a more positive note, two issues of the Australian Community Psychologist are planned for this year. A special issue is currently in production and should be on-line by July. The second issue for 2008 will be a general issue to be published in December. Authors are invited to submit their articles for this issue to the Editor, Dawn Darlaston-Jones, email ddarlaston-jones@nd.edu.au.

The next meeting of the WA Committee will be held during May.

Australian Community Psychologist LINK

The latest of Australian Community Psychologist is now available on-line at:

<http://www.groups.psychology.org.au/ccom/publications>

Happy reading! Remember that your comments and responses are very welcome and we hope that this issue might generate a series of papers challenging or contesting or supporting what has been included in this issue!

Useful Contact Details

WA Community College Committee Contacts

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APS College of Community Psychologist website:

<http://www.psychology.org.au/units/colleges/community/>

Comm. Psych: Australian Based Community Psychology e-discussion List

To Subscribe/Unsubscribe to the Comm. Psych List:

Send the following in an email to

listproc@info.curtin.edu.au

Make sure that there are no automatic signatures on the bottom of your email and a few lines after the text in the email.

The only way to subscribe to the list:

Subscribe commpsych <your name>

There are 2 ways to unsubscribe from the list:

Unsubscribe commpsych **OR** Signoff commpsych

COMMUNITYPSYCHUK: UK Based Community Psychology e-discussion List

To unsubscribe or to change your details visit the

website: <http://www.jiscmail.ac.uk/lists/COMMUNITYPSYCHUK.HTML>

For any problems or queries, contact the list moderator

rebekah.pratt@ed.ac.uk

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Madjital Moorna performing at the National Apology in Perth.