

PRACTICUM IN COMMUNITY SOCIAL PSYCHOLOGY
ANNOTATED BIBLIOGRAPHY
2015-16

Ashley O'Keefe

Arluke, A., Levin, J., Luke, C., & Ascione, F. (1999). The relationship of animal abuse to violence and other forms of antisocial behavior. *Journal of Interpersonal Violence, 14*(9), 963-975.

This article examined the violence graduation hypothesis which states that animal abuse is a precursor to violent crimes against humans. "Animal abusers are expected to work their way up from harming animals to harming people. The presence of cruelty to animals at one developmental period predicts interpersonal violence at a later developmental period". Essentially, if you abuse an animal when you're four, you will become a bully in elementary school, grow increasingly aggressive, and end up being an adult violent offender. This theory has seemingly been widely accepted, and acts as a diagnostic symptom for Conduct Disorder. In order to explore this hypothesis, researchers examined official records of criminality of animal abusers who were identified by the MSPCA. Of the 153 animal abuse records examined, 146 were male and 7 female. Participants' ages ranged from 11-76 years old, with a mean age of 31; 88% of participants were under 21 years of age. After examining the MSPCA records, researchers tracked the criminal records (but, if the crime occurred while the individual was under the age of 17 then the record was sealed so it could not be examined). This study supported the findings of previous literature and found that those who had abused animals were significantly more likely to have been involved with criminal behavior, with 70% of those with an MSPCA record also having had committed at least one additional criminal offense. This study supports the MSPCA's goal of educating youth. We try to create programs for all ages, but we do specifically target the preschool and elementary age groups. If this predictive animal abuse occurs during these early years, then our programs may be helping to prevent the abusive attitudes or behavior from taking place.

Clary, E. G., & Snyder, M. (1999). The motivations to volunteer theoretical and practical considerations. *Current directions in psychological science, 8*(5), 156-159.

Researchers wanted to find out why some people are motivated to volunteer while others are not. To identify motivators, previous literature was reviewed and common themes were picked out for examination. Six personal and social functions were identified:

1. Values: volunteer to express or act on important values
2. Understanding: volunteer to learn more about the world or to exercise skills that are often unused
3. Enhancement: one can grow and develop psychologically through volunteer activities
4. Career: volunteer has the goal of gaining career-related experience

5. Social: volunteering allows an individual to strengthen social relationships
6. Protective: volunteering reduces negative feelings and can provide an outlet to address personal problems

The MSPCA always wants to recruit more volunteers, so if we can understand the forces which might drive someone to actually volunteer, we could then craft our marketing or soliciting strategies in such a manner to address those areas. Each of these identifiers could easily be addressed through different volunteer jobs at the MSPCA, be it actually working with the animals, working in the fundraising department, or doing education and advocate work.

Cuskelly, G., Taylor, T., Hoye, R., & Darcy, S. (2006). Volunteer management practices and volunteer retention: A human resource management approach. *Sport Management Review*, 9(2), 141-163.

Researchers examined 375 clubs from the Australian Rugby Union, a non-profit organization with over 20,000 volunteers, to examine successful ways organizations are retaining volunteers. First, focus groups were conducted with administrators to find out what the current volunteer management practices and training were. Then, the Volunteer Management Inventory was administered to volunteers to gauge their perception. It was found that organizations which have solid, stable planning practices, training, and support practices were likely to report significantly fewer perceived problems in the overall retention of volunteers. Management practices were also significantly linked to retention. The MSPCA has a difficult time retaining volunteers for longer than one year. When asked why this is an issue, management has no response. No type of evaluation has been done, and I think the VMI would be an excellent place for us to start. Retaining volunteers is important for a couple reasons—we keep people who know the “lay of the land” around, they can help us build our volunteer group further, and we appear like an organization which values volunteers and works to keep them feeling appreciated.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, 45(3-4), 294-309.

This article discussed and analyzed 75 after-school program reports for programs which all share the goal of enhancing the personal and social skills of youth. Forty-six percent of the programs served elementary students, 37% served junior high students, and 9% served high school students (six programs did not report the age of their participants). Twenty-five percent of programs served participants from a low-socioeconomic household. Researchers found that the youth who participated in these programs saw significant increases in their self-perceptions, bond/attachment to school, positive social behaviors, and academic performance, as well as a decrease in problem behaviors. This article relates to my placement because Junior Volunteers is an after-school program, taking place from 3:30-5:30PM on Thursday evenings. Many participants come from Methuen, Lowell, and Lawrence---towns which are characterized as being low to middle on the socioeconomic spectrum. The goal of Junior Volunteers is to provide humane

education while providing a hands-on experience for the participants. However, more needs to be done in order to promote positive personal growth.

Fawcett, N. R., & Gullone, E. (2001). Cute and cuddly and a whole lot more? A call for empirical investigation into the therapeutic benefits of human–animal interaction for children. *Behaviour Change*, 18(02), 124-133.

This article examined the idea that humans benefit, in different ways, from their relationships with animals and discuss why animals should be used in interventions with children. The authors built on the findings that humans benefit from these relationships by experiencing reduced physiological responding to stressors and increased positive moods. It was discussed that children would especially benefit from animal-inclusive programs because of “the very nonjudgmental nature of human-animal interactions”. This article relates to the general idea of humane education for children and adolescents, which is what the Humane Education department at the MSPCA Nevin’s Farm is focused on. During informal interviews with participants of the Junior Volunteers program, some mentioned that they enjoy coming to the shelter after school because it’s a way to relax after being in a classroom all day. Although we’re focusing on trying to provide humane education while providing a hands-on learning experience, we don’t do enough to focus on how the children are feeling, why they come to the programs, and what they take away from the programs. We’re not asking the children what they think, need, or want.

Frommer, S. S., & Arluke, A. (1999). Loving them to death: Blame-displacing strategies of animal shelter workers and surrenderers. *Society & Animals*, 7(1), 1-16.

Researchers wanted to examine how shelter workers are able to psychologically handle euthanizing animals, when their job is truly supposed to be to protect them. This study targeted a shelter which had served 7,000 animals in the previous year(1995). Of those 7,000, 2,195 were adopted out and 2,244 were euthanized after a holding period. Researchers conducted open-ended interviews with eight shelter workers. Each interview ranged from 5 to 45 minutes depending on the worker’s willingness to talk. The eight workers all had a direct role in the euthanasia process. It was found that these workers used blame displacement as a coping mechanism, blaming the people who were surrendering their animals. I chose this article because we are a shelter which does have to euthanize some animals for various reasons. Knowing that those involved with the euthanasia process may be utilizing unhealthy coping mechanisms may help us to create a “debriefing” program. Blaming those surrendering their pets and intentionally trying to make them feel guilty is only going to make people more apprehensive about surrendering to us, and they may abandon their animal on the side of the road instead.

Guo, C., & Saxton, G. D. (2013). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 0899764012471585.

Researchers wanted to know how non-profit organizations were using social media to engage in advocacy work. After evaluating 188 civil rights and advocacy organizations, researchers identified 11 advocacy tactics which are promoted/utilized through social media: research, media advocacy, direct lobbying, grassroots lobbying, public events and

direct action, judicial advocacy, public education, coalition building, administrative lobbying, voter registration and education, and expert testimony. Non-profits should utilize social media to reach new networks of community members, disperse information quickly, and engage people daily. Researchers also concluded that Facebook was the most widely used platform. The MSPCA already utilizes Facebook as a social media tool to engage supporters, promote events, and spread news, but I do think we could have a larger presence on other social media platforms such as Twitter and Instagram. I think having a social media presence not only makes the organization appear to be current “with the times”, but it also allows us to forge a relationship with our younger supporters who frequently use social media.

Hatch, J. A. (1990). Young children as informants in classroom studies. *Early Childhood Research Quarterly*, 5(2), 251-264.

This article examined the issues which researchers often face when trying to understand and convey the perspectives of participants who are young children. These are issues faced when trying to interview young children to gain their perspective on programs that they’ve participated in. The four main problems which researchers may face are: the adult-child problem; the right answer problem; the pre-operational thought problem; and the self-as-social-object problem. Researchers were able to identify these problems are conducting both formal and informal interviews at different preschool and kindergarten classrooms. This relates directly to my site, specifically with the Junior Volunteers program, in regard to being able to properly evaluate the program. Due to the organization of the program, there is virtually no time to have the participants complete a survey, and new participants can show up each week which means surveys would need to be completed each week and that would be unrealistic. Instead, I’ve had to do informal interviews with the participants scattered throughout the program. This method has worked seemingly well, but I’ve definitely had to keep these four problems in mind, especially when determining how I should word the questions and my reactions so as to not influence their responses.

Hobbs, B. B. (2000). *Recruiting and supporting Latino volunteers*. [Covallis, Or.]: Oregon State University Extension Service.

Researchers wanted to examine reasons why Latinos might not be volunteering and brainstorm ways to engage them. This study utilized information from a 1999 study on Latinos and volunteerism which was conducted in Oregon. It was noted that volunteerism is actually against the cultural norm for Latinos, so recent immigrants are the hardest group to reach. Members of this group will help on a family/personal level, but don’t generally see the value in volunteering for larger organizations that aren’t impacting their personal lives. In order to reach the Latino community and help solicit volunteers, researchers identified some crucial guidelines/hints to adhere to. You should listen and observe the group by going to their community/neighborhood and learning about the culture. Take the time to meet individuals and have conversations. Identify the leaders within the community and try to gain support. The Latino culture also highly regards elders, so gaining support from that group would be beneficial as well. Collaborate with

local community organizations and groups which are already respected and known in the community. Marketing efforts need to be personal and bilingual; setting up a table and talking to passersby would be more beneficial than hanging flyers. The MSPCA is trying to engage our target location, Lawrence. Lawrence is a Latino community/city and the MSPCA has not been successful in its efforts thus far. After reading this article (combined with what I already know about outreach to diverse/marginalized groups), it's clear that the MSPCA just hanging up flyers at local businesses is not enough. We should be becoming a part of their community.

Hull, C. E., & Lio, B. H. (2006). Innovation in non-profit and for-profit organizations: Visionary, strategic, and financial considerations. *Journal of Change Management*, 6(1), 53-65.

Researchers wanted to examine some the differences between non-profit organizations and for-profit organizations. Basically, many of the differences can be attributed to the fact that there is an intrinsic difference in motivation between the two different types of organizations. A for-profit organization's vision/mission is to increase profits to maximize shareholder value; a non-profit organization's is not focused on financial gain. A for-profit organization is worried about the impact to shareholders; a non-profit organization is worried about societal impacts and the general community. A for-profit organization measures performance based on change in shareholder wealth; a non-profit organization evaluates performance based on set legal requirements. I chose this article because I have found myself becoming frustrated with the amount of desperate fundraising that the shelter has to do in order to stay operational. It seems very convoluted that for-profit organizations which aren't primarily concerned with meeting a need and fixing a problem don't have to beg for money, while non-profits constantly need to. The staff at non-profits also generally do not earn much money, which drives individuals away from the non-profit sector and into the hands of the for-profit world.

Knight, S., & Herzog, H. (2009). All creatures great and small: New perspectives on psychology and human-animal interactions. *Journal of Social Issues*, 65(3), 451-461.

This article discussed the advantages that come from animal-human interaction. Such interaction enhances both physical and psychological health. The authors made a point to focus on the benefits of pet ownership for the elderly—noting that animals actually help foster a support network of fellow animal enthusiasts/pet owners. I thought this article was important because the MSPCA doesn't actually target the elderly population, for volunteer or adoptions. Many of the animals at the shelter are surrendered because the owner is unable to care for them due to age, but I don't think that means we should be purposefully avoiding that entire group, especially when the benefits are so widespread. Perhaps an elderly volunteer program could be created, where the work wasn't quite as physical as some of the younger volunteers do.

Lakin, R., & Mahoney, A. (2006). Empowering youth to change their world: Identifying key components of a community service program to promote positive development. *Journal of School Psychology*, 44(6), 513-531.

The authors of this article wanted to examine the assumption that all community service is inherently beneficial for the youth who participate in it. All community service is not created equal; several programs/activities are unsystematic and the actual research which backs the assumption of it being inherently beneficial is inconsistent. Authors of this article worked to identify the main components which make a community service program/activity beneficial to the youth participating. Researchers found that a beneficial community service program/activity needs to be empowering and has to promote a sense of community. Researchers suggest that a program can be empowering by being led by participant initiative, preferences, and strengths. Additionally, programs can promote a sense of community by utilizing collective decision making and encouraging cooperation. As mentioned during my reflective practice presentation, I think the Junior Volunteers program would greatly benefit from a focused promotion of a Sense of Community. Several of the participants come each week, and yet they have not formed friendships with one another and rarely speak to each other. Unless a child has come with a friend, they are generally silent (though they all have seemed eager to speak when I approach them). Team building exercises, or even group tasks, or not featured, though they would certainly help build a Sense of Community.

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of community psychology, 14*(1), 6-23.

Researchers wanted to create a concrete definition of a Sense of Community. They concluded that a “sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together”. This article lays out the four main criteria for the theory of Sense of Community. The four main criteria are: membership; influence; integration and fulfillment of needs; and shared emotional connection.

- Membership: the feeling of belonging or of sharing a sense of personal relatedness
- Influence: a sense of mattering, of making a difference to a group and of the group mattering to its members
- Integration and fulfillment of needs: the feeling that members' needs will be met by the resources received through their membership in the group
- Shared emotional connection: the commitment and belief that members have shared and will share history, common places, time together, and similar experiences

As discussed above, the Junior Volunteers program, specifically, would greatly benefit from activities focused on building/promoting a Sense of Community. After reading this article, several possible changes to the program came to mind. Perhaps the easiest one to implement is: Almost every child who comes each week has an MSPCA shirt or sweatshirt on. Not all of the children have an MSPCA shirt and this leads to feeling left out or not belonging (membership). The children have to pay \$15 each time they come to this program. The shelter could easily make sure that each child gets a program shirt and build it into the cost.

Nicoll, K., Trifone, C., & Samuels, W. E. (2008). An in-class, humane education program can improve young students' attitudes toward animals. *Society & Animals, 16*(1), 45-60.

Researchers wanted to examine if integrating humane education within a classroom setting actually had a significant effect on the attitudes of the children in attendance. Humane education has the ultimate goal of promoting respect, kindness, empathy, and positive attitudes about animals and animal welfare. Researchers went to eight 1st grade classes, with a total of 154 students, at a public Connecticut elementary school. Students were roughly split in half for gender, though 80-90% were non-Hispanic Whites. All of the students participated in a humane education program which incorporated therapy animals. In addition to including actual animals in the lessons, the researchers also incorporated written curriculum materials. Researchers found that the interaction with the animals, alone, had a significant effect on the students' self-reported attitudes about animals. The written curriculum materials did not contribute to the significant increases in attitudes. This relates to the Humane Education department because the coordinator of this department will travel to local schools and teach a lesson on animal cruelty. The program follows the state curriculum and is very thorough and educational. When facilitating these school trips, the coordinator will bring an animal with her in order to both keep the attention of the children and demonstrate how shelter animals are no different from their own pets. Following the findings of this article, the coordinator was unknowingly making her program much more effective just by allowing the children to interact with the shelter animal.

Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of community psychology, 36*(1), 61-73.

This article examined an altered Sense of Community Index, called the Brief Sense of Community Scale. This version only features eight items, and specifically targets dimensions of needs fulfillment, group membership, influence, and shared emotional connection (core dimensions of the Sense of Community). Confirmatory factor analysis was completed and it was found that the eight items chosen were indeed correlated with community participation, psychological empowerment, mental health, and depression. This scale could potentially be very useful for the Humane Education department's programs because it is extremely brief and could easily be completed during a short window during Junior Volunteers, as well as during the school vacation camps and summer camp. Ideally, this scale would be completed both by participants of the summer camp and by the counselors.

Posner, J. K., & Vandell, D. L. (1999). After-school activities and the development of low-income urban children: a longitudinal study. *Developmental psychology, 35*(3), 868.

Researchers wanted to examine how being involved in after-school activities affected the child's adjustment over time as well as relationships with different contextual variables. This article focused on 194 white and African-American students in 3rd through 5th grade

who were from lower-socioeconomic households. Researchers found that boys were more likely to be involved in sports activities while girls were more likely to be involved in more academic after-school programs. While the girls and boys were focused on different after-school programs, researchers still found that participants in both groups were significantly more likely to spend more time on more extracurricular activities and focus on academics in comparison to children who did not attend these types of after-school programs. Children who did not participate in these types of after-school programs were significantly more likely to spend time watching television compared to the children in the productive after-school programs. This article relates to my placement because Junior Volunteers is an after-school program, taking place from 3:30-5:30PM on Thursday evenings. Many participants come from Methuen, Lowell, and Lawrence---towns which are characterized as being low to middle on the socioeconomic spectrum. The goal of Junior Volunteers is to provide humane education while providing a hands-on experience for the participants. However, as mentioned in another article, the after-school activity needs to have certain qualities, like empowering the children and promoting a Sense of Community, in order to lead to these benefits.

Reeve, C. L., Rogelberg, S. G., Spitzmüller, C., & DiGiacomo, N. (2005). The Caring-Killing Paradox: Euthanasia-Related Strain Among Animal-Shelter Workers¹. *Journal of Applied Social Psychology*, 35(1), 119-143.

Researchers wanted to examine the psychological ramifications associated with euthanasia related work, as it pertains to animal shelters. A survey was administered to 491 participants. Of the 491, 220 were directly involved with euthanasia work and 115 were not directly involved. The results showed a significant negative relation between euthanasia work and employee well-being. Strain was prevalent among those working directly with euthanasia, as was increased levels of job stress, family conflict, somatic complaints, substance use, and decreased levels of job satisfaction. Ideally, the MSPCA would be a “no-kill” shelter, but it isn’t. Animals who are critically injured, too sick to return to good health, and dangerous are euthanized. The shelter does not euthanize animals based on space or time spent at the shelter. Even so, euthanasia does happen and there are shelter staff and volunteers who weigh in on the decision and help with the actual process. As noted above, I believe a debriefing program should be implemented to teach proper and healthy coping mechanisms.

Thompson, K. L., & Gullone, E. (2003). Promotion of empathy and prosocial behaviour in children through humane education. *Australian Psychologist*, 38(3), 175-182.

Researchers wanted to address the notion that the younger generations of today’s youth in Western, industrialized cultures are at a significant emotional disadvantage because society is not promoting/doing anything for their empathy development. Previous research has shown that empathy development is promoted/sparked through direct contact with animals. Authors of this article discussed that direct contact with animals will lead to children showing empathy for them, and thusly showing empathy for other living things. The authors also discuss what the implications for this theory are in regards to animal abuse and stopping the cycle of abuse by promoting empathy development in

the younger generation in this way. Children who attend programs at the MSPCA Nevin's Farm are able to interact with the animals directly. The overall goal of the Humane Education department is to spread awareness for animal cruelty prevention while helping to create generations where animal well-being is a priority. By allowing the children who come to the shelter to have direct contact with the animals, the MSPCA is working to meet its overall goal, maybe without even knowing it.

Waters, R. D. (2008). Applying relationship management theory to the fundraising process for individual donors. *Journal of Communication Management*, 12(1), 73-87.

Researchers wanted to examine the differences in the relationships that non-profit organizations develop with their major gift donors as compared to their annual donors (smaller monetary amount than major gift donors). In order to examine this relationship, researchers surveyed 120 individual donors and split them into two groups based on their giving history. Participants were either classified as a "major gift donor" or "annual giver". Major gift donors were more likely to report stronger feelings of trust, satisfaction, and commitment to the organization than the annual givers did. Donors who also gave multiple times to an organization (either major gift donors or annual givers) rated the relationship between themselves and the organization as stronger than those that gave one time. I chose this article because I think it highlights that organizations really need to pay attention to all donors, not just those who give the big amounts. A major gift donor may give one time, but an annual giver may repeatedly donate to the organization, just at a smaller amount. Each donor needs to feel as if he or she is appreciated by the organization. I don't feel like this is happening at the shelter currently. We really try to please the major gift donors, and will make special accommodations for them. It seems to me that we ignore those who give smaller amounts, almost as if that donation is not significant enough to be worthy of acknowledgement from us.

Yates, M., & Youniss, J. (1996). A developmental perspective on community service in adolescence. *Social Development*, 5(1), 85-111.

Authors of this article completed a meta-analysis of 44 empirical studies in order to examine the potential developmental benefits that adolescents get from participating in community service. Researchers chose studies that focused on: the characteristics and motivations of participants; the effects of community service; and the process of community service. Examination of the 44 articles revealed several findings:

- Characteristics and motivations of participants: agency; personal competence; motivations; social relatedness; personality factors; family characteristics; institutional affiliations; moral-political awareness; moral motivation; and political activism.
- Effects of community service: agency; self-esteem; personal competence; social relatedness; social attitudes; prosocial and antisocial behaviors; moral-political awareness; moral feelings; moral reasoning; and political activism.
- Process of community service: agency; developmental opportunities; self-understanding and personal competence; social relatedness; and moral-political awareness.

Authors of this article ultimately concluded that the collection of empirical articles as a whole provided support for their original hypothesis that community service is significantly associated with prosocial development. In order to determine if its programs are actually benefitting the participants, the Humane Education department at the MSPCA should be regularly evaluating its programs to find out the motivations of the participants and the effects that participating in community service has on them. Although I have seen a formal evaluation tool for the Dog Training classes, I have yet to see any evaluation tool used for the various children's programs---such a measurement tool would be highly beneficial.

Joshua Stachowski

10 Best College Towns. (n.d.). Retrieved November 12, 2015, from <http://www.livability.com/top-10/college/10-best-college-towns/2015>

I found this article online written by Livability 2015 which was all about the top 10 best college towns in the year 2015. The article goes into some detail about the top ten colleges and their communities and what they have done to turn themselves into "college towns". Some examples of actions taken to make places "college towns" include things such as developing a corridor that provides shops and businesses that link downtowns to schools, creating specific shopping districts used by students and local residents, requiring service learning or volunteer time of students to engage them in the community, and other activities such as hiking in the natural areas that surround the communities.

This article was actually quite helpful for me in my project concerning transforming Lowell into a more college oriented town. First this article gave me numerous examples of what a college town looks like and what sorts of things make them unique but also alike. In addition I was able to gain a few ideas from reading through the article that I put into my own plan that I thought would be useful in making Lowell a more college focused city. While not everything applied to my own project this material gave me a lot of insight as to what really makes a "college town" what it is and how to build upon the relationships between the city and the schools in the area.

Ducker A, 2012, International Town Gown Association: **Creating Vibrant College Town
retails Districts**

This material pertains largely to the subject of how to create a better Town and Gown relationship based on developing retail or storefront districts. It also goes into some detail about why university based development projects are becoming more beneficial and are seen as a better option to developers than compared to regular projects not focused around a university or college. The material includes information about commercial spatial organization for "town" and "gown" and includes some case studies for examples.

This material is important or relatable to my practicum site because building the image of a "College Town" for Lowell is one of my main projects. While I am involved in helping

transform Lowell into a college town one of the major aspects is improving town and gown relationships. This material gives me not only a resource as to how to improve town and gown relationships but it outlines ways to consider putting it into place. While this specific piece of literature is designated around building retail it gives a lot of insight on ways that building a town and gown oriented retail district could actually work in Lowell. In addition it gives 3 case studies as examples of situations where you would most likely be working in when trying to attempt a town and gown retail district. I think the material gave me useful insight and ideas as how to work towards the college town initiative project my site has me working on.

Economic Development Incentive Program (EDIP). (n.d.). Retrieved November 12, 2015, from <http://www.mass.gov/hed/economic/eohed/bd/econ-development/>

This piece of information is a website I found through the state that describes the Economic Development Incentive Program that is offered to certain businesses. The EDIP is largely focused on providing tax incentives to businesses who are located in the state that are choosing to increase their development or who will create jobs within a certain sector such as manufacturing.

This information is actually very important in concerns to my practicum site at the Economic Development Office here in Lowell. First this tax incentive program is actually one that is offered to businesses in Lowell and is managed by my site. Many businesses are looking to either expand at a lower cost or are looking to offset their costs of hiring through taxes breaks so they are interested in this program. The program encourages businesses to stay here and expand here in Massachusetts but also encourages hiring locally in order to receive the tax breaks. This tax incentive program is actually important for building businesses within the state and is directly related to my practicum site because they handle this program here in Lowell.

Economic Target & Opportunity Areas. (n.d.). Retrieved November 1, 2015, from <http://www.mass.gov/hed/economic/eohed/bd/econ-development/eligibility/etaeoa/>

This website is run by the state of Massachusetts and contains information relating to Economic Target Areas. Economic Target Areas or ETA's are locations within the state that are designated as priority economic development areas by a city or municipality. The area is designated based on income, unemployment and other economic characteristics of the area that enables a municipality to offer local tax incentives and allows businesses contemplating expanding with an ETA the ability to apply for the EDIP Investment Tax Credit. While previously this status of being an ETA meant that only those specific areas were allowed to apply for the Economic Development Incentive Program this is no longer the case.

This information actually applies directly to my practicum site. Economic Target Areas are specifically area that are in need or could best benefit from Economic Development

which is what my practicum site is all about. Lowell and Chelmsford are themselves considered to be Economic Target Areas that receive certain tax credits to enhance their economic development capabilities. The ETA program is actually another program my office handles directly for Lowell and implements for certain businesses that do apply for the Tax credits. This site has given me personally more information and knowledge base about the services that my practicum site offers and actual public policies that are in effect and are managed by the Economic Development Office.

Government Finance Officers Association Best Practice Applicable in Canada, (2011)
“Analyzing the Benefits of Economic Development Projects”

This article while not highly detailed provides some information about how to analyze the benefits of Economic Development Projects. It was written in Canada by the Government Finance Officers Association for local jurisdictions and provinces. The article talks largely about the need for analyzing or measuring the benefits of Economic Development Projects; specifically against public expenditure or forgone future revenue.

This article like others may not be directly relatable to Lowell but certainly contains information relatable to Economic Development as a whole practice. There is information given about the need for understanding the impacts of Economic Development Projects in terms of costs to the public, but also in terms of forgoing future revenue from money either being spent elsewhere or another project being developed. This certainly relates to my practicum site in that it is engaged heavily in Economic Development Projects and certainly should or does keep in mind that when engaging in certain projects with tax payer dollars you must assess outcomes and determine where funds can be applied to make the best impact for the least amount of money. The article also mentions direct and indirect impacts relating to jobs and sales which is also another important aspect to keep in mind when you engage in economic development because some results are not so easy to see especially if they are negative when we tend to focus on the positive aspects of projects we are invested in. Overall this piece of information while not very detailed certainly has insights and recommendations that are very important to apply when engaging in Economic Development Projects as my practicum site does.

Martin, L., Smith, H., & Phillips, W. (n.d.). Bridging ‘Town & Gown’ Through Innovative University-Community Partnerships. *The Public Sector Innovation Journal*, 10(2), Article 20. Retrieved from www.centralfloridapartnershipcenter.org

This particular material piece was centered on building “Town and Gown” through innovative community and University partnerships. It talked a lot about how the University and town/city it is located in can be quite different, but that in recent years there has been a surge in activity trying to bring the two together to create what is called the “college town”. The article gives information about the benefits of the joint collaboration between city and University or college and includes numerous successful examples based on each activity they describe.

This article I feel was one of the more important pieces of information I obtained in regards to “town and gown” relationship building. I am involved in turning Lowell into a more college oriented town as one of my projects or assignments at my practicum site. The article gave me many examples of successful initiatives that have been done elsewhere that could actually be applied to Lowell in order to build upon the “town and gown” relationship. I actually did pull some of the ideas given here to put into my own list of initiatives that UMass Lowell and the city could do to make Lowell a better college town. Ideas presented in the article such as “Community on Campus”, and Service Learning were ideas that I gained from this and presented in my own action plan that I designed with another student to the organizations involved in the college town initiative.

Meir K, (2009) Economic Development and Growth: A Survey, *Cato Journal*, Vol.29, No.2.

This article largely looks at the overall theme of the development and change in economic growth as a theory and practice. First the article talks about previous ideas relating to economic growth with what is called the “Ricardian Theory” which basically says that economic growth is based on the growth of population, increase in resources, and a large population or human capital. It goes on to discuss how things have changed and how the focus now is on institutions creating, hindering, or impacting economic growth such as government entities, schools, and other organizations. The article goes on to discuss both macro and micro approaches of looking at institutions of economic growth, how they developed and also how they impact the economy for good or bad. It goes on to conclude that while there has been significant progress in understand how institutions have impacted economic progress and development there still needs to be research done and theory created to view the economy less as a system by more as an evolving entity.

This article is not directly related to my practicum site but speaks to an overall involvement in the system of economics which my site is a part of. The material talked a lot about how institutions are now viewed as a main driver of economic growth which the Office of Economic Development is (an institution involved in economic growth). It (the article) shows that entities such as my practicum site are actually making a significant difference in economic development and that it and similar organizations are playing a major part in the overall economy.

Morgan J.Q., (2010) University of North Carolina at Chapel Hill School of Government, “Analyzing the Costs and Benefits of Economic Development Projects”, *Community and Economic Development Bulletin*. No.7.

“Analyzing the Costs and Benefits of Economic Development Projects” is an article that was written for the University of North Carolina school of Government describing costs and benefits of Economic Development projects. More specifically the article talks about how implementing Economic Development Projects will actually affect the local

economy and government, and how to measure or determine the impacts through analysis.

This article while not directly specific to Lowell per-say it was a good read and provided a lot of information about how to analyze and determine outcomes of Economic Development projects. Being able to understand and determine how certain projects potentially can affect the economy and government is something however that relates to my practicum site. Knowing or at the least understand the aspects of measuring the outcomes of projects is important when your actually engaging in economic development yourself. Being able to determine if a particular project might actually hurt the local economy or if it won't be sustainable or too costly for the municipal government is an important aspect for those who are engaged in economic development such as the Lowell Economic Development Office. While this may not be the ultimate tool or resources for analyzing impacts it certainly provides at least ideas and some guidance as to understanding the undertaking of projects and how to assess the situation and see if the project is beneficial or harmful to local area.

Planning Decisions Inc., The Maine Center for Creativity, Colgan C Ph.D., (2011) New England Foundation for the Arts, New England's Creative Economy: Non Profit Sector Impact

This particular piece of information is related to New England's Creative Economy Network which is businesses that are related to or focused on the arts and culture. The article or document contains a bunch of information related to the New England creative based economy including changes in the amount of businesses and revenue, monetary impact, and also who these organizations are and what they do. They outline certain information such as the nonprofits organization spending disciplines, and how many organizations are located within each state. It also includes specific references to Creative Economy based projects or organizations in each state. Essentially the information focuses on what the creative economy is, what is involves in terms or organizations, and what impact these organizations have had on the New England Economy.

This article directly relates to my practicum site through a project I have been working on called the Creative Economy Network. For this project I have been identifying certain Creative Economy resources that are available within certain municipalities in the Greater Merrimack much like those mentioned in the article. The Economic Development Office actually chose to be the leader in this project of identifying the resources that support portions of the Creative Economy here in Massachusetts.

Sharma, A. (2014). Understanding the social sector, economic growth, social development and economic development: Interrelationship and linkages. *Economic Affairs Econ. Affa.*, 585-585.

This particular article pertains to my practicum site because it is largely related to Economic Development and understanding the interactions between economic growth

and social growth or development. While it does not focus on the United States it still does a good job of explaining the importance related to Economic Development in other places and provides implications that certainly relate to the work that is done through my practicum site and other offices in the related field.

The main focus of the article is drawing relationships between the growth and development of the economic sector and the growth and development of the social sector and how they are actually complimentary not in competition or a byproduct of the other. In particular it mentions that when there is a growth in the economic sector there in turn comes a growth and greater development of the social sector and greater social development. However it does mention that focusing on either economic growth or human development will result in an unbalanced growth in the overall economy and that just focusing on one or the other often fails to result in better living conditions for the masses. It claims that it is the role of the government and related entities to be responsible in framing policy measures that ensure an even distribution of income to allow a more participatory economic growth. Finally that article says that an increase in general level of per capita income is likely to result in increased demand for education and healthcare, and may improve the human development of a country.

Blanco, L. R., Gu, J., & Prieger, J. E. (2015). The Impact of Research and Development on Economic Growth and Productivity in the U.S. States. *Southern Economic Journal*, 82(3), 914-934.

This article focuses on how research and development impact economic growth and productivity, particularly in the United States. It claims that research and development is an important contributor to economic growth and also, that R&D spending leads to growth through its positive effect on innovation and total overall productivity. While this particular article focuses heavily on economic equations and models to show results, the overall findings and implications of the paper are very important to economic development.

This article is very relevant to my practicum site at the Economic Development Office. While the article focuses on broader economic models and aspects than what you would normally be concerned with at the more local level, the findings regarding R&D investment and the returns are very important. Essentially the article claims that investment in research and development brings about greater economic returns and overall productivity increase. This is an important bit of information for my practicum site in that the EDO should push or provide more incentive to get companies to invest in R&D to bring about more economic returns on the local level and possibly the state level.

Commonwealth of Massachusetts-Executive Office of Housing and Economic Development. (2015). *Opportunities for All, the Baker and Polito Strategy Plan for Making Massachusetts Great Everywhere*. Boston, MA: Office of the Governor.

The “Opportunities for All” is the overall economic development plan for the state of Massachusetts that has been presented by the newly elected governor and lieutenant governor. Basically the plan focuses on three main areas of overall development, the citizens, communities, and businesses. It goes into further detail about all the policy priority areas of which there are seven, that will be focused on to bring about the economic development changes to the three main areas.

The new state economic development plan is highly relevant to my practicum site which focuses on the economic development of the City of Lowell. For one this plan highlights the future overall plans for the state which my practicum site will certainly be encouraged to follow and keep in line with. It also actually highlights some things in it directly that the City of Lowell and UMass Lowell are doing currently that the plan hopes to follow and encourage more of. In general the “Opportunities for All” plan is a guideline that my practicum site will have to consider greatly and while not directly beholden to it the EDO will use this resource to guide its development projects and efforts.

Evans, M., & Syrett, S. (2007). Generating Social Capital: The Social Economy and Local Economic Development. *European Urban and Regional Studies*, 14(1), 55-74.

This article explores the subject of social capital and the manner in which it is produced, reproduced and used locally within the social economy as part of the local economic development process. It points to an overall idea that there is a close relationship between promoting and strengthening social capital, and the development of a dynamic social economy in a given locality. The article findings conclude overall that understanding the context of local area social capital is important for area based policy development.

While this article focuses more on Social Capital and how it relates to the “Social Economy” and local economic development it is still relevant to overall economic development of areas. Regarding my practicum site this article provides an important source of information. Specifically the idea of how building up social capital or really the overall social economy can prove to be beneficial to the local economic development. By increasing and focusing on social capital development rather than ignoring it or seeing it as insignificant, if there were to be more focus on it from a city level it could have important implications and positive benefits for the overall economic development of Lowell.

Ha, H., Lee, I. W., & Feiock, R. C. (2015). Organizational Network Activities for Local Economic Development. *Economic Development Quarterly*, 30(1), 15-31.

This article examines various explanations for economic development networks and their influence on four types of networks; private organizational networks, private/public development organizational networks, community/residential organizational networks, and public organizational networks that occur in a local economic environment. It states that factors shaping the network ties in each of these organizations is quite different. Network ties with public organizations are related to government structures. Network ties

with community/residential organizations are distinguished by their relationships with financial conditions and citizens' opposition to development. The factors influencing network activities for economic development with organizational types are shaped by the predisposition of each organizational network; thus, the factors promoting local economic development activities and the factors stimulating network activities for local economic development are different.

In this article not all the information is highly relevant or significant to my practicum site. However the overall findings and implications could be somewhat important/informative for the economic development office. Depending on what type of network activity that is occurring there are different implications and contexts involved in relation to economic development activities that will in turn take place. Specifically based on what incentives are at play and aspects such as regulations are in place can determine what type of network development and interactions will be likely to take place and what economic development activities will occur.

Hristova, S., & Tast, J. (2015) The Emergence and Significance of Local Economic Development. *Economic Development*, 3, 379-398

The main point of this paper is that economic development at the local level is essential and a greater importance to overall economic development especially in less-developed countries. It also stresses the importance of local economic development practices in order to counteract the negative effects of growing globalization and a global economic system. There are two views that globalization that it is a process which engages with trade, communication, technology, culture and the flow of capital across national boundaries and that globalization has led to marginalization and exclusion because of downward pressures on systems of social protection, changing labor market conditions and increasing inequality in wages.

While this paper focuses on local economic development in the Republic of Macedonia its message and insights can be applied to my practicum site which is focused on local economic development. While the effect of globalization is a larger concept that might not be the focus of the Economic Development Office their work which contributes to the local economy actually can suppress the effects that are results of the globalization trends. By encouraging and engaging in local economic development instead of companies entering global markets which the article suggests, the information actually can be highly relevant to my practicum site.

Kandogan, Y. (2015). Economic development, cultural differences and FDI. *Applied Economics*, 48(17), 1545-1559.

In this literature they discuss how cultural distance affects Foreign Direct investment, but also how differences in economic development may effect the impact of cultural distance between countries and thus FDI. The results suggest that the cultural differences tend to be bigger barriers for multinationals from developing countries, but they also learn quickly how to deal with such differences. Also that multinationals from countries with less tolerance for risk tend to explore domestic investment opportunities more than their developed counterparts.

While this study does not have a very high relevance to my practicum site it still has some notable implications that might be useful. For one the apparent reluctance of engaging in FDI with countries that have major cultural differences might be something to consider if any foreign companies decided to locate to Lowell. While I would not think too many big companies would do this it is still something to be considered if it does occur especially when trying to accommodate but also engaging a FDI. Other than this I don't really see this particular study as being highly significant but it is still something to keep in mind when engaging in Foreign Direct Investment.

Kwon, S., & Gonzalez-Gorman, S. (2014). Links Between Performance Measures and Local Economic Development. *Public Performance & Management Review*, 37(4), 658-678.

This study/paper focused on a two-stage model to investigate city government efforts to collect and report performance measures of economic development. It employs a two-stage model to investigate city government efforts to collect and report performance measures of economic development. Apparently two environmental factors are also critical. The level of barriers to economic development and the level of competition respectively decreases and increases the likelihood that city governments will use performance measures for economic development.

This study is somewhat relevant to the work at my practicum site, the City of Lowell's Economic Development Office. It certainly has to do with economic development in general and how and when cities will use performance measures to monitor and keep track of their economic development strategies. Also the notion that certain environmental factors will impact the use of performance measures is something to keep note of especially when some of these factors may exist in Lowell. If anything this paper I believe advocates the use of economic development measures which is something that if my practicum site does not currently engage in should do in the future.

Underwood, D. A., Hackney, D. D., & Friesner, D. (2015). Criteria for Sustainable Community Economic Development: Integrating Diversity and Solidarity into the Planning Process. *Journal of Economic Issues*, 49(4), 1112-1123.

This particular article which is actually somewhat of a continuation of the author's previous work, focuses on the community aspect of economic development and how if policy is more community focused it can produce better economic growth and

development. For example the paper focuses on two “new” particular aspects of the community, “economic diversity”, and “solidarity”. Economic diversity emphasizes living wages in numerous industries to stabilize exogenous economic shocks. Solidarity, as a unit of socioeconomic interdependence, stresses commonality of wellbeing within communities. By incorporating these two aspects into sustainable community economic development improves policy design and outcomes that sustain the environment, while also providing living wage employment for community members.

The information provided by this article is critical to my practicum site at the EDO. The overall message that is emphasized about focusing on “economic diversity”, and “solidarity” is incredibly important because it is shown here to significantly improve community’s economic outcomes in the long term. Not to mention that there are potential positive impacts such as increase in wages, improved employment, and sustainable environment to be gained from focusing policy in these two areas which is of major concern to the EDO. This paper and the information it provides may be of significant insight to the policies and overall work that the EDO hopes to accomplish which makes it incredibly relevant.

Wu, H. F., & Tam, T. (2014). Economic Development and Socioeconomic Inequality of Well-Being: A Cross-Sectional Time-Series Analysis of Urban China, 2003–2011. *Soc Indic Res Social Indicators Research*, 124(2), 401-425.

While being focused in China; this study examined how economic development influences the effects of socioeconomic status (measured with education and income) on individuals’ wellbeing (happiness, self-rated health, and depression). Particularly this study looked at health and wellbeing outcomes across certain socioeconomic statuses. They found largely that happiness increases as does SES. However at a certain point happiness levels will not increase at a certain point of higher SES due to increased working of hours and less time spent with families. Also that at a severely impoverished level there can be reduced improvements on self-reported wellbeing even if there is an increase in SES.

This article even though focused on China can provide some interesting information even if it is not directly related to the work my practicum site does. The findings that there are diminished increases in reported wellbeing and not significant increases in reported wellbeing at the lowest levels of poverty even with SES increases is of much interest. This could be of use or somewhat relatable to the EDO as it may provide insight as to where economic development should be focused to obtain the best returns within the population. Specifically that areas that are sufficiently well off should be less of a focus and areas of greater poverty should be of much greater to focus to generate the greatest return on citizen’s wellbeing and in turn their productivity.

Ryu, D. (2015). Fiscal Spending and Economic Growth. *Journal of Economic Development*, 40(4), 91-105

This study essentially looked at how government spending effecting economic growth. They focused on two main areas of spending which they deem productive and un-productive spending. The former consists of core government spending, infrastructure expenditure, and merit-goods spending programs. The latter consists of redistribution, interest expenditure, and other types of spending. End conclusions are given for both theoretical and functional analysis.

This study is actually very important and relevant to my practicum site/experience. First off the overall topic of government spending and its impact on economic growth directly relates to what the Economic Development Office engages in. By understanding where spending produces growth and where that spending hits diminishing returns is very important to minimize spending waste and allocate it most effectively. However this study is limited is that it focuses on Korea not the United States which has a different government/culture so may see spending on certain sectors as less important or more important than here at the U.S. They did conclude that social protection, healthcare, and other such services and welfare does not primarily intend to promote economic growth but rather, their impact on improving social equity and developing human capital may indirectly serve the interest of economic growth. Also that they confirm the idea of the non-linear correlation between infrastructure investment and economic growth, meaning that the investment produces returns up to a point then has diminishing returns. All of this could be significantly useful information for my practicum site at the EDO.

Katie Stoll

The City of Lowell (2012). *Sustainable Lowell 2025*.

Sustainable Lowell 2025 is the City of Lowell's master plan. The plan documents the long-term policies and vision for smart, sustainable, and responsible development within the city. The master plan contains recommendations for transportation, economic development, housing, the physical environment, and other community resources. Sustainable Lowell 2025 acts as a guide as The City of Lowell progresses towards its goal of becoming a city where people can live, work, and play in harmony.

The city's master plan is particularly pertinent to my practicum experience because I am working with the Department of Planning and Development. Any project that we work on, no matter how big or small, must fit with the goals of the master plan.

Speck & Associates (2010). *Lowell, Massachusetts, downtown evolution plan*. Brookline, MA: Jeff Speck

The Downtown Evolution Plan examines the structure and history of urban development in Downtown Lowell. The plan takes into account the development of Lowell, the boom of the Industrial Revolution, the decline of the mid nineteenth century, urban renewal projects of the 1970s, and the strides made in more recent years. The plan draws

important connections between the City and UMass Lowell, who the plan recognizes as a crucial partner for the City. The downtown plan rationalizes Lowell's confusing and convoluted streets, introduces bike lanes, and proposes a list of short term, mid term and long term infrastructure and development projects for Lowell.

The Downtown Evolution Plan was written two years before Sustainable Lowell, 2025. However, I read the master plan first. Seeing how both plans relate to each other has shown me how many stakeholders are involved in neighborhood planning. The Downtown Evolution Plan also does a fantastic job talking about the pitfalls of trying to do major development projects in a city with a federally protected historic district. This plan has helped me to realize the complexity of planning.

The Street Plans Collaborative (2011). *Tactical urbanism* (1st ed.). New York, NY: Lydon, Mike.

Tactical Urbanism is a comprehensive guide to the recent movement of tactical urbanism. For many, the name tactical urbanism invokes confusion. However, the concept is quite simple; tactical urbanism refers to small scale, community focused, low-cost, and usually temporary changes to city spaces. One of the most well-known examples that Lydon points out is "Park(ing) Day", in which parking spaces are turned into temporary park spaces.

The Neighborhood Innovation Grants Program is trying to embrace the idea of tactile urbanism. We are encouraging the residents of Lowell to think small, but also think creatively. Ideas like community gardens, bus station library, and murals are all tactile urbanism put into practice.

Goodyear, S. (2015, March 20). *What 'tactical urbanism' can (and can't) do for your city*. Retrieved from <http://www.citylab.com/design/2015/03/what-tactical-urbanism-can-and-cant-do-for-your-city/388342/>

This article, published through CityLab, which is run by Atlantic, focuses on the limitations of tactical urbanism. Often times when discussing city planning or projects, we tend to think large scale. We think about putting up buildings, repairing streets, and solving the plight of the average American city. However, tactical urbanism works on a much smaller scale than that. It can't fix poverty in a city or build a new transportation system. However, what it can do is loosen up the planning process and ease the flow of communication between citizens and the government. Tactile urbanism can help bring about new ideas.

Reading this article was helpful because it allowed me to see the limitations of tactical urbanism. The grants that are being given out for the Neighborhood Innovation Grants Program are only \$1,000. By reading this article I was better able to wrap my head around what \$1,000 could do. Now, I am able to communicate this to neighborhood groups and anyone else that I talk to about the project.

Solof, M. (2014). Art for community's sake: creative placemaking: movement harnesses creativity as catalyst for economic growth and neighborhood improvement. *In Transition*, 23.

Solor's article focuses on how the placemaking movement, which is defined as a multifaceted approach to the planning, design, and management of public spaces, impacts the economic growth of a city. Solof argues that as a city embraces placemaking and continues to create spaces with the intention of promoting people's health, happiness and well-being, the economy of a city will grow. New businesses will be drawn to the city and residents will want to spend time shopping in their city.

Solof's ideas seem to match perfectly with the stance that Lowell has been taking when thinking about future development. I have been lucky enough to be involved in the planning of new parks and urban green space that the city hopes will keep its residents happy, healthy, and improve their quality of life.

Montgomery, C. (2013). *Happy city: Transforming our lives through urban design*. New York. Macmillan.

In *Happy City*, Montgomery shows the intersectionality of psychology, neuroscience, and urban planning. Happy City argues that the ways in which we build our cities alters how we think, feel, live in those cities, and behave as individuals and as a society. Montgomery asserts that the happiest cities are the greenest.

I read this book last semester for Advanced Community Dynamics, but found myself constantly referring to it during my placement. Lowell is attempting to make itself a happier city by taking sustainability into account when thinking of new developments. The city is working towards increasing its walkability by building things like Decatur alley, the walkway that leads from Ucrossing to City Hall. My supervisor has read Happy City, and I can see its influence in her work and thought process.

Duany, A., Speck, J., & Lydon, M. (2009). *The Smart Growth Manual*. New York: McGraw-Hill.

The Smart Growth Manual addresses the challenges of urban development and offers readers easy to follow advice, that extends across every stage of development. This book is heavily focused on the idea of "new urbanism"; how to bring aging cities into the 21st century. The authors also focus on green design and healthy communities.

This is another book that I read in Advanced Community Dynamics, but yet again, I am finding it to be critical to my work with the City. Lowell appears to be in a state of transition right now; we are sitting on the cusp of some very important developments. It is important that the city follow the ideas that Duany, Speck, and Lydon offer.

Smart Growth America, (2015). *National complete streets coalition*. Retrieved from <http://www.smartgrowthamerica.org/complete-streets/complete-streets-fundamentals/complete-streets-faq>

The importance of complete streets is imperative to the successful development and growth of any city. Complete Streets are designed and operated to allow safe access for all users: pedestrians, bicyclists, motorists, and transit riders. Complete Streets makes it easy to cross the street, walk to shops, and bike to places. They ease the follow of traffic and allow for motorists to get places on time. Complete Streets let all users exist on the streetscape in harmony.

The City of Lowell has written a Complete Streets policy into the Master Plan. All street development must comply with Smart Growth America's Complete Streets.

Mondon, M. (2014, September 14). Boston cyclist crowdfunds for tactical urbanism. *Next City*. Retrieved from <https://nextcity.org/daily/entry/boston-cyclist-bike-lane-flowers-tactical-urbanism>

A Boston resident was tired of seeing cars using the city's bike lanes as turning lanes or extra travel lanes. To remedy the problem, the resident embraced tactical urbanism and began putting potted plants in the lane the separates the car from bike lanes. This small and inexpensive change helped the spruce up the streetscape and changed traffic patterns. The cars no longer traveled in the bike lanes. Bikers felt safer and began utilizing the bike lanes again.

This is one of the examples I use when I explain tactile urbanism to residents of Lowell. It shows how one person was able to take a low-cost project and cause an impact. That is exactly what tactile urbanism aims to do.

The City of Lowell (2008). *Hamilton canal district master plan*.

Similar to the City of Lowell's larger master plan, the Hamilton Canal District Master Plan outlines the city's view for the future of the area. The plan includes ideas for economic development, housing development, and general improvements to the area. The plan designs a new Hamilton Canal District full of beautiful loft apartments, parks that look out onto the canals, and businesses that will help attract young professionals to the City.

This plan was written in 2008 and the City has only just begun the real development process. The Hamilton Canal District is mentioned at least once a day while I'm at my practicum sight. Reading it and being able to bring myself up to speed on what is happening with its development has helped me to contribute to the conversations that are going on around me.

Lydon, M., Garcia, T., Woudstra, R., Fogt, S., Mikic, D., & Allen, E. (2012). *The Open Streets Guide* (1st ed). New York, NY.

Open streets initiatives temporarily close streets to automobile traffic so that people may use them for just about any activity, aside from driving. In this guide, the authors outline nine different kinds of open streets events, step by step instructions on how to plan and fund events, as well as facts about the success of open streets.

This guide has been particularly useful to me this semester because Yovani and I are trying to organize an open streets event for Upper Merrimack Street. We are exploring funding opportunities, what kinds of entertainment we would want to have at the event, and how to properly advertise. This guide has helped to make our tasks much easier.

Open Streets Project, (2015). What are Open Streets? Retrieved from <http://openstreetsproject.org/about/>

The Open Streets Project is a collaboration between the Alliance for Biking and Walking and the Streets Plan Collaborative. The goal of the Open Streets Project is to educate and share information about open streets. The Open Streets Project began in 2010 when the Streets Plan Collaborative began examining the breadth and diversity of open streets initiatives in North America. The Open Streets Project includes a published guide and interactive website to allow people to explore open streets efforts in other cities.

As I mentioned above, part of my work this semester has been focused on organizing an open streets event for Upper Merrimack Street. The Open Streets Project website has provided me with lots of ideas and resources (including the guide cited above). The interactive website has allowed me to map out the preliminary steps of bringing an event to Lowell.

Meline, A. & Melin, M (2014). *Bicycling and Walking in the United States; Benchmarking Report*. Washington, DC.

The Alliance for Biking and Walking's mission is to create, strengthen, and unite state and local bicycle pedestrian advocacy organizations. The Alliance advocates for bikeways and walkways, conducts safety courses, and serves to impact the social, political, and environmental conditions for bicyclists and pedestrians across North America. This benchmarking report provides a resource for advocates and professionals in their fight to increase bikability and walkability in their communities. This benchmark report helps officials to see how their city or state measures up and where improvement is needed. Through benchmarking, new goals can be set, programs evaluated, and continued progress can be made towards a bicycle and pedestrian friendly United States.

As I continue to explore the walkability and bikability of Lowell, it is important to see how the city compares to others. Obviously Lowell is not New York; the size, population, and scale of the cities are completely different. However, the benchmark report also reports on smaller cities, such as Burlington, Vermont, Boulder, Colorado, and Charleston, South Carolina. By examining these cities I am able to get a better sense of what is feasible for the City of Lowell. This report allows me to see what works in cities that are similar to Lowell and think about how their plans would translate to Lowell.

"Paintbox Program." N.p., 2015. Web. Jan. 2016.

In 2013, the Boston Art Commission started a Paintbox program; where local artists help to brighten up the streets of their communities, create vibrancy, and vitality by painting utility boxes. The Paintbox program highlights local artists and the uniqueness of the many neighborhoods in Boston.

The City of Lowell is using its own local artists for a Paintbox program. We will be painting 2 boxes in the Lower Belvidere section of Lowell. I used the Boston Arts Commission website to familiarize myself with the Paintbox program and as a reference on what to write when I drafted the "Call to Artists" for the Lowell project.

National Center for Safe Routes to School (2016). History of SRTS. Retrieved from:
<http://www.saferoutesinfo.org/about-us/history-srts>

Safe Routes to School (SRTS) is a federally run program that began in the late 1990s with the goal of helping children in urban areas find safe routes to walk to school. After pilot programs (one of which took place in Arlington, MA), congress passed federal legislation that established a National Safe Routes to School program to improve safety on walking and bicycling routes to school. SRTS operates in all 50 states and the District of Columbia.

My work with the Biking and Walking coalition has focused on creating safe routes to school for students who live within the City of Lowell. We have had a SRTS employee at all of our meetings. She has agreed to map out the streets of Lowell and study which roads are the safest and most direct way for children to walk to school.

Harrell, S. P., & Bond, M. A. (2006). Listening to Diversity Stories: Principles for Practice in Community Research and Action. *American Journal Of Community Psychology*, 37(3-4), 365-376.

This article discusses three broad diversity principles for Community Research and Action. The principles are applied to different dimensions of diversity (e.g., race, ethnicity, gender, and sexual orientation). By using diversity stories, the article is able to demonstrate how these diversity principles can be applied to community work and facilitate the process of bridging differences.

This article is particularly relevant to my practicum work because of the diversity throughout the City of Lowell. Lowell is a city of diversity. That diversity stretches further than race and ethnicity. Due to my work with the neighborhood groups and throughout the city I have spent a great deal of time wondering how to approach and engage all of the diverse groups within the city. This article has helped to provide guidance.

Community Tool Box (2015). Cultural Competence in a Multicultural World (27). Community Tool Box. Retrieved from <http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence>

The Community Tool Box is an online resource available to people who are working to build healthier communities and social change. The Tool Box provides readings, strategies, and an in-depth guide on topics that are important for community building. Its chapter on cultural competence offers insights into the kinds of diversities that can exist within communities (not just ethnic and racial). The chapter also focuses on how to collaborate and work across cultures so that they may be integrated properly.

This has been an important resource for me as I continue to think about how to engage all of the diverse groups in Lowell. Section 7, building culturally competent organizations has been especially helpful when thinking about ways that The City Of Lowell could engage its residents.

Holahan, C. J. (1977). The role of ecology in community psychology: A tale of three cities. *Professional Psychology*, 8(1), 25-32.

An analysis of the role of ecology in community psychology requires a historical consideration of events associated with 3 cities--Washington, D. C.; Boston, Massachusetts; and Austin, Texas. Federally based legislation in the early 1960's shifted the locus of mental health services from clinic to community but failed to confront the need for requisite conceptual innovations. Although the Boston conference in 1965 generated interest in social systems theory as an appropriate conceptual framework for community psychology, an adequate understanding of the interrelationship of person and environment remained undeveloped. At the Austin conference in 1975, extensive consideration was addressed to an ecological perspective able to explicitly conceptualize person-environment transaction. Implications of this ecological viewpoint for the current and future posture of community psychology are discussed.

This article was helpful when considering a framework for which to look at my major principle of working with diverse groups. This article gave wonderful examples of how the relationship between people and their environment. This article focuses heavily on the transactions between people and their environments.

Burnes, B., & Cooke, B. (2013). Kurt Lewin's field theory: A review and re-evaluation. *International Journal Of Management Reviews*, 15(4), 408-425.

Field theory was central to Kurt Lewin's work yet, after his death, interest in it declined significantly until the 1990s when a variant, force field analysis, became widely used. This paper examines the origins, purpose and continuing relevance of field theory. It especially looks at the influences of Gestalt psychology, topology and Ernst Cassirer's philosophy of science on its development. It argues that Lewin's attempt to replace conventional topology with his own Lewinian mathematics-based topology in pursuit of scientific rigor resulted in the undermining of its relevance. The paper also compares force field analysis with Lewin's original conception of field theory and shows

that it has significant weaknesses in terms of rigor. It concludes that a return to Lewin's original conception of field theory, based on Gestalt psychology and conventional topology, can provide academics and practitioners with a valuable and much-needed approach to managing change.

This article was a helpful review of the Lewin's Force Field Analysis and provided a different insight as to how it can be applied to the situation of getting people to participate in opportunities provided by the government.

Woodroffe, A., & Spencer, M. (2003). Culturally and Ethnically Diverse Communities: Building Blocks for Working Relationships. *Child Welfare*, 82(2), 169-183.

Acceptance of diversity in American society, as well as the will of diverse populations to perpetuate their cultures, have created a need to understand building working relationships with and among diverse populations. This article discusses facilitating opportunities for a grounded knowledge base, building culturally competent relationships, facilitating discussion of stereotyping, and forming collaborative alliances with culturally and ethnically diverse communities as foundational strategic building blocks. Child welfare workers need to lay a foundation of excellence in these areas before moving to higher levels in pursuit of working relationships with culturally and ethnically diverse communities. The article presents child welfare workers and agencies as initiators who build relationships with these communities.

This article focuses on strategies for facilitating strategies when working with diverse groups. The article points out how cultural competence is critical when trying to engage and work with diverse groups. Being aware of your biases and prejudices and the lens through which you view things are also helpful when working with diverse groups.

Laura Hajjar

Agypt, B., Christensen, R., & Nesbit, R. (2011). A Tale of Two Charitable Campaigns: Longitudinal Analysis of Employee Giving at a Public University. *Nonprofit and Voluntary Sector Quarterly*, 802-825.

Christensen and Nesbit demonstrated that salary often predicts giving amounts in a campaign through a longitudinal study at two public universities. They also found that length of service did not hold up at both schools. They did demonstrate that faculty who receive tenure give less while those who are promoted after receiving tenure give more. Their research showed the importance of the relationship between the employee and the university on giving. The authors also noted the importance of treating workplace donations differently from general campaigns. The employee campaign should be focused on the employee. They demonstrated that timing can improve an employee campaign. Employees from different levels may be more generous with a message that is customized to their level. Targeted marketing was shown to improve an employee campaign.

Annual Giving can benefit by taking the findings of this research and create marketing campaigns for faculty/staff giving that is segmented by donor group based on levels with a campaign that is strictly prepared for university employees.

Borden, V. M., Shaker, G. G., & Kienker, B. L. (2014). The impact of alumni status on institutional giving by faculty and staff. *Research in Higher Education*, 55(2), 196-217.

The authors studied the link between likelihood of giving with professional positions and alumni status in a large, public, multi-campus university. They analyzed the predictors of donating and the amounts donated. This research followed up previous research by the authors that showed that alumni are more likely to give than their non-alumni counterparts. This study demonstrated that one's commitment to the university and loyalty may also determine giving. Their findings suggest that younger employees who are alumni are more likely to give than non-alumni while non-alumni employees who have worked for a longer time and are relatively young are more likely to give than their alumni peers. What was shown to be important for advancement organizations is to develop increased identification with the university and to increase a culture of giving as the norm to improve faculty and staff giving.

This article demonstrates that university advancement departments should focus on creating a culture of giving within the university. UMass Lowell does that through messaging, department leaders who promote giving within their organizations, university events such as sporting events, concerts, and other multi interest events, thank you and impact messages to increase employees' goodwill toward the university and awareness of giving programs.

Boyd, N., & Bright, D. (n.d.). Appreciative Inquiry as a Mode of Action Research in Community Psychology. PsycEXTRA Dataset.

Community Psychologists promote changing who does research and how by involving oppressed voices in the process through participatory action research (PAR). The authors describe using appreciative inquiry (AI) as an opportunity-centric change through participatory methods. This involves changing from a problem centric approach to research and social change to opportunity-centric. AI uses innovation and collaboration as an approach. The authors demonstrated this approach through an AI Summit which used an inquiry designed with four stages which included Discover, Dream, Design, and Destiny.

University Advancement makes use of student stories to demonstrate the ways that giving can systemically change the outcome of students. This can fall into AI when looking for positive ways in which students overcome barriers to education. This approach is different than starting a story about the problems of students from depressed socioeconomic backgrounds. This method looks at the strengths and should include students who have experienced poverty to be part of collecting stories and creating narratives and new strategies to increase scholarship.

The best return on investment for statistically determining how often a mailing for an ask should occur.

Campbell, D. A. (2014). Practicing Philanthropy in American Higher Education: Cultivating Engaged Citizens and Nonprofit Sector Professionals. *JPA Journal of Public Affairs Education*, 20 (2), 217.

Campbell stresses the benefits of teaching experiential philanthropy at the undergraduate and graduate levels. Two themes come from his research. The first is that students learning at the university level develop a sense of personal success with lack of thought towards their responsibilities as citizens which can be impacted by experiential learning in philanthropy. Second, he demonstrates that students who will be working in public service careers benefit from professional education in non-profit management. Campbell defines experiential philanthropy as a course in which a student participates in grant funding through course work at the graduate or undergraduate level. The process of offering grants, evaluating proposals and awarding funds is beneficial for students both to develop philanthropic behaviors and to develop resource development skills. His work was based by evaluating existing, university level courses which are funded through grants that allow the students to use the funds to award grants in their community as part of the course work. His findings demonstrate that experiential philanthropy is a proven strategy to develop civic involvement as well as education in non-profit management.

This study gave approbation to my own sense that philanthropic strategies beyond grant writing would be an important class taught in both the undergraduate and graduate levels of UMass Lowell. The Office of Advancement at UMass Lowell would benefit from such a course so that future alumni would already value philanthropic behaviors of giving back. It would also help to develop world citizens from all its alumni.

Choi, N., & Kim, J. (2011). The effect of time volunteering and charitable donations in later life on psychological wellbeing. *Ageing and Society*, 590-610.

Choi and Kim demonstrated that positive psychological wellbeing is directly related to any amount of charitable giving and to a lesser extent to time spent volunteering. They also found that self-reported health and reproductive quality were also significant predictors of wellbeing, while collaborative networks showed no impact. ***

This research demonstrates personal reasons for encouraging philanthropy. Using this study within donor conversations can provide a desirable mental health benefit which the donor derives from the act of giving. It is not merely the good feeling when one contributes to a cause that matches their interests and passions. Their giving may improve continued psychological wellbeing later in life.

Cooperrider, D. L., & Whitney, D. (2001). A positive revolution in change: Appreciative inquiry. *Public administration and public policy*, 87, 611-630.

Cooperrider and Whitney use the case study of GTE and their use of Appreciative Inquiry to change the trajectory of their corporation to one of success to award winning based on their use of AI. The authors define AI as a search for the best in people and organizations through a process of working together with multiple or as many as all parties to change together for group betterment. It involves what the authors refer to as the art and practice of asking questions. In AI the questions seek to increase a system's ability to understand, anticipate and increase positive potential. Instead of problem solving where one seeks to define and fix a problem, AI seeks to discover, dream and design by searching for what is best about an organization. This kind of inquiry seeks to change the core and create dynamic momentum that brings all members with the change instead of the system seeking equilibrium and returning to past habits and processes.

Advancement can benefit from appreciative inquiry in the process of storytelling. Involving faculty and staff in the positive inquiry they can look at employee giving from a new perspective. The first step would be to find out the best of what already exists. Talk to current donors and non-donors to learn their stories of their best experiences of giving, the Office of University Advancement, and benefits they have received as donors or as past students from alumni employees. Then the next step is to visualize what might be. This is the dream stage. Dream about what could in regards to giving at the university, Advancement, and the benefits to donors. Finally dialogue would happen to learn what should happen in the university with regards to employee giving.

Drezner, N. (2013). The Black Church and Millennial Philanthropy: Influences on College Student Prosocial Behaviors at a Church-Affiliated Black College. *Christian Higher Education*, 12(5), 363-382.

The article looks at a case study of the United Negro College Fund's National Pre-Alumni Council to examine the millennial generation of African Americans to understand how they feel about philanthropy and how they choose to participate in philanthropy. They also looked at the way that Black Colleges and church can improve their participation. Drezner's work was supported by and helped to increase the knowledge base of philanthropy and pro-social behavior with religion, most particularly the Black Church. He recommends that universities can align an African American student's learned association of religious giving and community support with giving goals by aligning these behaviors with their mission.

Higher education Advancement professionals can benefit by strengths based understanding of donor motivations from a multi-cultural background. This article demonstrates one way of understanding African American students and alumni who are associated with the Black Church.

Drezner, N., & Huehls, F. (2014). Fundraising and Institutional Advancement Theory, Practice, and New Paradigms. *Hoboken: Taylor and Francis*.

Drezner and Huehls identify several theories of fund raising in higher education in *Fundraising and Institutional Advancement: Theory, Practice, and New Paradigms*

(*Core Concepts in Higher Education*) Six theories identified the reasons why donors are motivated to give. The public good model states that people give to heighten the public good in the greater community. The identification model explains the motivation of giving in return for earlier receipt, such as from a former scholarship winner. Rational utilitarianism theory claims that people give to receive an honor from society or through peer pressure. The identification theory holds that people give to those they are currently related to instead of repaying past gratitude. The reciprocity theory accounts for a mutual relationship between donors and foundations. In the case of a university, the number of donors increases the school's prestige and therefore alumni who give, raise the perceived value of their own diplomas. The warm effect theory identifies the feeling donors experience from participating in positive social behavior. These theories help advancement professionals to understand the many reasons people give. Understanding why people give can help shape donor campaigns to maximize return on investment in fundraising campaigns.

Knowing what motivates a donor, who differs according to these six theories, can help a development professional reach donors on their emotional level which is an effective way to increase donors and donations.

Drye, T., Wetherill, G., & Pinnock, A. (2001). Donor survival analysis: An alternative perspective on lifecycle modelling. *International Journal of Nonprofit and Voluntary Sector Marketing Int. J. Nonprofit Volunt. Sect. Mark.*, 6(4), 325-334.

Charities are feeling pressured to be good stewards of donors money. They are looking for ways to reduce wasted costs on unwanted mailings and expensive printing. They are also expected to provide better use of voluntary support. Although modern technology has allowed charities to improve their mailings and make them more cheaply, they must still work to be more efficient by improving response rates while reducing expenses of fund raising activities. Culling data based on summary statistics and simple means can be a misleading way to approach donor lists. The authors of this study propose using methods of survival analysis to analyze the length of time before re-soliciting donors.

Advancement offices must balance the expense of spending money to raise money. The process outlined by the authors provide a process of analysis which can help determine

Garvey, J. C., & Drezner, N. D. (2013). Advancement staff and alumni advocates: Cultivating LGBTQ alumni by promoting individual and community uplift. *Journal of Diversity in Higher Education*, 6(3), 199.

The goal of Advancement offices is to gain support from alumni to support current and future education costs. With increased pressure from other forces seeking donations from the pool of donors, universities are beginning to recognize the benefit of soliciting donations from alumni in the margins. In the case of LGBTQ community there are no best practices and the community as a whole has experienced prejudicial behaviors from micro aggressions to full discrimination. The search shown by Garvey and Drezner

demonstrate the need to have culturally competent Advancement staff to create and sustain meaningful relationships with members of this marginalized community. Advancement staff can play a key role in developing a climate of giving for the LGBTQ community. Improvements can be made by modifying practices. Many Advancement staff nationally identify as LGBTQ but the culture of the university or region is not indicative of acceptance. Advancement staff professionals recognize that affinity with friends can lead to donations. Transferring affinity to LGBTQ alumni can improve outcomes. Reducing discriminatory practices and improving cultural competence for faculty and staff directed at current students was shown to improve LGBTQ students' feelings about the school which improved their participation as alumni.

This article reflects the importance of CSP training for the field of Advancement. Systemically changing behaviors towards marginalized groups can lead to best practices and improve giving across a wider breadth of alumni. This article not only benefits those who identify as LGBTQ but can also demonstrate best practices for any marginalized group.

Gottesman, W., Reagan, A., & Dodds, P. (2014). Collective Philanthropy: Describing and Modeling the Ecology of Giving. *PLoS ONE*, 9(7), 1-12.

The authors aimed to explore the settings around giving by analyzing data from several different organizations committed to education, religion, culture, and medicine. They determined that the size of gifts within a set kind of institutions have similar distributions but differ among different sectors. They constructed a model to show how a giver's income relates to their giving in different philanthropic categories. They believe that this model can help non-profit groups assess their own profile in relation to possible gifts. Each institution or category of institutions has their individual scaling exponent with they refer to as Y . This data can be helpful for predicting the success of particular campaigns within their own institutional category. It is also beneficial for strategic planning for the Advancement department.

Advancement groups can benefit by understanding and implementing the power giving model created by the authors. This is important for organizations to plan strategically for a workable yet stretching fund raising campaign.

Johnston, M. W. (2000). Direct response fund raising: Mastering new trends for results (Vol. 134). *John Wiley & Sons Inc.*, 1-10.

Direct response mail is used by most non-profits as a substantial way to raise funds. These mail appeals reach potential donors and account for nearly 40% of individual donations. Although this form of fund raising appears to be less in vogue, successful direct response mail is still a viable option for raising funds when non-profits keep abreast with trends. One group which is still effectively solicited through mail solicitations is baby boomers. These kinds of appeals benefit from incorporating the use of rich data base information on donors as well as social media tools. One aspect of mail solicitations noted by Johnston that is important is recognizing coming trends. With new

technology, personalized appeals may improve outcomes of these appeals. Another developing trend is multisensory. This means that appeals may come in different forms affecting different senses simultaneously. This may include social media and YouTube videos along with a traditional mailing. Data bases will be used more to mine more data to make the ask more personal and impactful. Transactions will happen real time where donations come instantly by smart phone or computer instead of weeks after a mailed ask. Finally, donors are becoming more involved in deciding where the money will go and how it will be used. Understanding these trends can help a non-profit shape their annual appeals to be more effective with changing technology and donor attitudes.

Understanding changing systems is very relative to the work done by Annual Giving in Advancement and their ability to impact donors by linking direct response mail with new avenues of donor interaction and data collection and use.

Jones, K., & Mucha, L. (2013). Sustainability assessment and reporting for nonprofit organizations: Accountability “for the Public Good”. *Voluntas VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 1465-1482.

Jones and Mucha make the case that non-profits, although not legally required should perform evaluations to determine and report sustainability performance to demonstrate the effects of their work both positive and negative. They argue that this assessment should include environmental, cultural, economic, and social effects in the community where they operate. As non-profits strive to do good works in a particular arena, they should also be aware of other impacts they have on the community. The authors state that although these assessments can be difficult for non-profits, the benefits can offer valuable information about their efficiency, use of resources, the ways employees are treated, and interaction with the community to the non-profit itself, funders, staff, program participants and the greater community. This kind of report would provide transparency for those associated with the non-profit directly and indirectly. One reason cited for the need for this kind of assessment is that details about expenditures and how their goals are met are not clear. Also lacking in general reporting is how decisions are made.

According to this article, a non-profit such as UMass Lowell may benefit from such an evaluation to demonstrate how the organization operates, how employees are treated, what impact they have on the environment, impact on clients and their impact on the greater community. This kind of evaluation can help a non-profit to approach their own organization with a fresh perspective examining their strengths and weaknesses and help widen the vision for possible support.

Knight, W. E. (2004). Influences on participation in a university faculty and staff annual giving campaign. *International Journal of Educational Advancement*, 4(3), 221-232.

This study looked at faculty and staff giving at a public university. It found that employees who worked at the university for longer periods of time were more likely to give. It also found that alumni were more likely to give. Further it determined that

representatives from within the department had more influence on encouraging donors. Contact such as phone and personal visitations increased employee giving. Although alumni are more likely to give, Advancement staff are cautioned about multiple solicitations to this group which led to frustration by recipients. People who felt more integrated with the community within the university across all sections were more likely to give. The study also showed that campaign and education efforts need to include new employees. Finally outcomes determined that employees who best understood the campaign or benefits to their own department were more likely to give.

This study provided research based evidence to support current practices of the Office of University Advancement at UMass Lowell. Many of the suggested strategies are employed by Advancement Staff or are recognized as good strategies but may not be currently implemented due to feasibility due to departmental lack of cooperation. This can be addressed through conversations at higher management levels to improve best practices for faculty and staff giving programs.

Lara, C., & Johnson, D. (n.d.). The anatomy of a likely donor: Econometric evidence on philanthropy to higher education. *Education Economics*, 22(3), 1-12.

Due to the fact that universities are in need of support by their alumni and there is increasing competition for funds, being able to understand the potential of alumni donors and to use data to recognize likely givers and unknown philanthropists in their alumni network. The authors confirmed past research that has shown knowing donor ability to give is an important part of collected donor information but demonstrated that some common wisdom is flawed. As predicted by former research marital status, income, age and gender of alumni all have an effect on donor probability. Lara and Johnson found that people with more alumni relatives give more. Surprisingly they found that donors who lived farther from the university were more generous.

Not surprisingly alum with affinity to certain programs which they were involved as students are more generous. Because smaller universities cannot afford expensive online data searches the authors created a model to help these institutions achieve better donor results among alumni.

By using known student information and typical data that can be found without paid online databases smaller organizations can better predict donor potential with their model.

The Office of University Advancement at UMass Lowell has the benefit of having access to paid online databases for alumni information to determine viability of potential donors. The model outlined by Lara and Johnson would be most beneficial to a small educational institution.

Rappaport, J. (1995). Empowerment meets narrative: Listening to stories and creating settings. *American Journal of Community Psychology*, 23(5), 795-807.

Empowerment theory was examined as a multilevel objective of Community Psychology affecting many levels including individual, organizations and neighborhoods. Rappaport

demonstrates that stories often written by others affect people through emotion, created meaning and memories and ultimately create identity of others. Community narratives can change the greater story by allowing those most marginalized to share their own stories. These stories can change the collective narrative with a new understanding of new identities and possibilities which can lead to multi-level empowerment and sustainable change.

By using empowerment and community narrative theories, Advancement professionals can work with Community Psychologists to bring broad changes in those who are impoverished, and often trapped in the cycle of poverty. The stories of individuals who do not fit the greater narrative of a city can change the collective understanding of youth who face barriers to a college education. Their stories can affect donors who are capable of dismantling the financial barrier to college by funding scholarships. Advancement professionals need to learn the stories and relate them to change donor perceptions and actions.

Rappaport, J. (2000). Community Narratives: Tales of Terror and Joy. *American Journal of Community Psychology*, 28(1), 1-24.

Community Psychologists can reclaim social narratives using research methods, critical analysis and observation to bring new understanding to stories which lend themselves to exclude the oppressed and marginalized within society. By transforming texts to tales of joy we can use strengths based approaches to reformed narratives. By incorporating concepts of narrative theory we can use dominant cultural narratives to analyze supporting character stories which can bring about new meaning to stories which have represented the dominant culture and expose the suffering of marginalized members of a culture and convert their stories of suffering into narratives of joy, individual transformation, and cultural change.

Using community psychology tools in the field of Advancement can benefit diverse members in the population by critically analyzing the stories we use to define need and encourage giving to incorporate marginalized groups. Providing new stories based on strength and empowerment over support for a group who by nature of common narratives may be deemed as less by those in realm of philanthropy.

Saratovsky, K. D., & Feldmann, D. (2013). *Cause for Change: The why and how of nonprofit millennial engagement*. John Wiley & Sons.

Millennials have been somewhat dismissed by fundraisers. This generation is loosely defined as individuals born between 1980 and 2000. Characteristically, this group is known for changing attitudes about making an impact in the world but also treating their time, talent and money as equally important. They are best engaged with multiple feedback messages about the impact that is occurring regularly. Besides sharing their impact on a non-profit's clients, millennials are influenced by being asked to give their time on small specific projects. They tend to be a social group and are likely to respond to serve with groups. They are best reached through social media. Once they are engaged,

an ask for a small donation can often begin the giving relationship that has the potential to grow over time.

UMass Lowell seeks to develop relationships with all alumni. The authors demonstrate that this segment can be cultivated with more creative use of social media, volunteering in groups, and beginning with small asks. Annual Giving could follow this advice by creating a small plan such as raising a \$5,000 scholarship by asking millennials to come together in groups of 16 and give \$3.33 per day for 3 months. At the end of the three months, the group will have raised \$5,000 which will fund a scholarship.

Snipes, R. L., & Oswald, S. L. (2010). Charitable giving to not-for-profit organizations: Factors affecting donations to non-profit organizations. *Innovative Marketing*, 6(1), 73-80.

What makes people give to non-profits was analyzed by Snipes and Oswald in an attempt to discern non-profit organizational and donor demographic characteristics to learn what effected philanthropic giving. Six characteristics were identified and include employer recommendation, previous assistance from the charity, the scope of services provided, awareness of the charity, reputation of the charity, and advertisements. Outcomes indicate that the reputation of the charity is most important to donors. Further, a wider range of services leads to higher donations. Advertising is crucial to build name awareness and understanding of the impact of the charity. The study also determined that women are more influenced by charity advertising. Factors such as the impact on the donor, number of communications between the charity and reputation seem to have the largest effect on donors.

This study could help University Advancement by understanding the correlation between factors in giving and the effects that can be most influenced. Best practices could include linking known factors with giving with marketing strategies.

Williams, K. (1997). Organized Philanthropy and Fund-Raising History and Practices. In *Donor Focused Strategies for Annual Giving* (pp. 1-29). Gaithersburg: An Aspen Publication.

Williams provides multiple definitions of philanthropy and describes the history of philanthropy in America. An important definition is quoted from Yusef Mgeni, "Charity: an act of mercy or compassion, a spontaneous response to the less fortunate. Philanthropy: A conscious effort to eliminate difficult challenges facing the community" (Williams, 1997). This definition highlights a CSP approach to fund-raising. Many of the historical acts which led to the modern field of philanthropy grew out of community building and strengthening. Many of her assertions regarding American philanthropy are ideas which seem to be related to Judeo-Christian values in the United States. She states, "The notion of doing good has no socioeconomic basis; it was and continues to be a broadly shared, genuinely popular avocation of Americans" (Williams, 1997). This chapter provides the basis of how philanthropy developed and the values that shaped it in America.

This chapter provided definitions which demonstrated concepts within a community psychology framework. However, as a Community Psychologist in the field of

philanthropy, this text lacked understanding of an inclusive understanding of philanthropy that includes diverse populations to be included in the history and traditions of Philanthropy in America.

Liz Ejaife

Adams, C. (2014). *Crowdfunding guidance and practice: Value added co-creation*. Retrieved from: http://ipp.oii.ox.ac.uk/sites/ipp/files/documents/IPP2014_Adams.pdf

The author discussed the various strategies and methods used to raise funds through crowdfunding. The author also provided various examples of crowdfunding approaches predating internet technologies and some more current examples involving technology and media tools. The article was relevant to my practicum site as it highlighted some great methods and techniques I can use to raise funds and awareness for a project I am working on at the GLCF using social media marketing tools. I learnt that several attributes such as providing motivations for stakeholders on the need to raise funds can be an important factor in fundraising.

Allen, S. (1996). Twelve steps to non-profit sponsorship success. *Fund Raising Management*, 27(3), 46-49.

The author provides a twelve-step plan as a guideline for nonprofits to obtain sponsorships from corporations. The guide presents opportunities offered by sponsorships, selling of a sponsorship, and the methods of finding the right sponsorship that is best suited for a nonprofit organization. I felt this article was relevant to my practicum site as the article demonstrates that sponsorships are a crucial source of revenue for a non-profit organization and is an important area for research. The GLCF raises funds as well as distributes funds and sees corporations as a great source for raising donations.

Beck, D.E. (2001) *Integral change equation: A sequential checklist for determining the nature of change and the multiple variations available to decision makers*. Denton, TX: National Values Center.

Beck (2001) identifies eight variations (or degrees) of change. The variations are listed in order of complexity of the change. The first five variations are relatively simple to implement and take place within the system; the system itself does not change and the core beliefs and understandings remain the same. The last three variations represent strategies for significant change. I found this article interesting because the 8 degrees of change listed represent complete system shifts for new paradigms, new assumptions, and new structures. This can prove useful when implementing and evaluating a change effort.

Blanchet-Cohen, N., Ragan, D., & Amsden, J. (2003). Children becoming social actors: Using visual maps to understand children's views of environmental change. *Children Youth and Environments, 13*(2), 278-299.

The article describes a project that utilized a participatory action research (PAR) mapping technique undertaken at the United Nations International Children's Conference (ICCC) on the Environment to collect data from 400 children aged 10 to 12 in up to 60 countries. The findings, determined through the project was used as the basis of a children's declaration presented at the conference.

The process was done in three stages and utilized both interpretative and physical maps. The goal of the project was for both personal empowerment for the children and for policy development. I felt this study is relevant to my practicum site as this involves both individual and community level implications. The Lowell High School Scholarship funds administered by the GLCF is able to improve the lives of many students at the individual level that will have implications on the community.

Brown, M. S., & Rooney, P. M. (2010). *Giving Following a Crisis: An Historical Analysis*. Retrieved from: https://scholarworks.iupui.edu/bitstream/handle/1805/5778/crisisgivingpaper3-24-031_3.pdf?sequence=1&isAllowed=y

This article investigated the giving patterns of donors following a crisis. Based on the widely held belief in fundraising that donors of all types give in response to need, the authors analyzed 17 national crises ranging from war, natural disaster political turmoil and terrorism from 1939 to 1999. The study demonstrated that economic factors strongly impact gift giving behavior and that crisis was rarely a significant factor.

This article is useful as it demonstrates that economic factors, more so than social crisis influence the ability of some people to donate to nonprofits. The GLCF helps nonprofits achieve their goals by responding to the needs in the communities it serves - which are constantly changing. At the GLCF and many nonprofits in the Greater Lowell area, there is a belief that the holidays is period for gift giving, and nonprofits do see an increase in donor activity during this time (volunteering, donating funds etc.) but it may be that this is the case for those who can afford to (particularly in terms of donating funds) more so than for everyone.

García, J. V., & McCauley, A. K. (2011). Transforming a Region. *Change: The Magazine of Higher Learning, 43*(6), 6-13.

The authors discussed a challenge facing the growing Hispanic population in the US, in particular, the state of Texas. As the Hispanic population in the US continues to grow, there has been no significant increase in college completion rates. The Hispanic population makes up thirty-seven percent of Texas' population. Despite this growth, as a minority group, Hispanics continue to trail White and Black students in postsecondary completion. Thirty-seven percent of White Americans and nineteen percent of Black

Americans between the ages of twenty-five and twenty-nine complete a bachelor's degree or higher compared to only twelve percent of Hispanics of that age.

I thought this article was connected to my practicum site in terms of the various scholarship fund for Lowell High School students the GLCF helps to administer. The aim of the Lowell High School scholarship funds is to help make college affordable and assist with the financial burden of students who are identified as "high needs" with the hope that it will increase the college completion rates of ethnic minorities in the area.

Gray, A. (2009). The social capital of older people. *Ageing & Society*, 29(1), 5-31.
doi:10.1017/S0144686X08007617

This paper discussed the importance of the social connectedness of older adults in increasing the social capital of their community. Social capital refers to the social network between individuals and groups that provides social, emotional and practical support and the economic benefits that arise from this network. This was an interesting article to read as it demonstrated that elder adults can be an important source for nonprofits in need of volunteers to recruit from. Research demonstrates that older adults socialize more with their neighbors, participate in religious organizations and volunteer more in their community than their younger counterparts. Encouraging and providing opportunities for older adults to be more active through volunteerism seems beneficial for both nonprofits and the elderly.

Kelly, J. G. (1966). Ecological constraints on mental health services. *American Psychologist*, 21, 535-539.

Developed an ecological metaphor to help plan community interventions. He outlined four important ecological principles: Interdependence- the action of one component in an ecological has implications for other component as they operate in concert; Adaptation-survival over time requires effective responses to the shifting character of the environment; Cycling of resources- many relevant resources, such as talents, skills and other characteristics in the community fosters mutual care such as economic resources; Succession- systems are in a constant state of flux. This is relevant to my practicum as the GLCF has shifted focus on the problem of substance abuse in the communities it serves and considering Kelly's theory will be useful.

Levinson, M. H. (2000). The tipping point: how little things can make a big difference. ETC.: A *Review of General Semantics*, 57(3), 377-377.

The author reviewed a book by Gladwell (2000) that discusses how major social change often occurs suddenly and unexpectedly as social epidemics. Gladwell felt that social change spread like "infectious diseases" and engaged the reader in understanding how and why this happens. The main purpose of the book was to further illuminate idea of the Tipping Point, which the author describes as the moment when these social epidemics take off and reach their critical mass.

I felt this was related to my practicum as the author is describing how certain types of people are equipped to initiate new ideas and trends and these types of people are able to enact change. I think the community foundation is always trying to initiate new ideas to better serve the community, for instance, the Wish List catalogue the GLCF administers every year and this year its focus is on opioid addiction in response to the growing opioid related deaths in the area.

Lowe, J. S. (2004). Community foundations: What do they offer community development?. *Journal of Urban Affairs*, 26(2), 221-240.

This paper examined the efforts of three community foundations (the Cleveland Foundation, the Dade Community Foundation, and the Greater New Orleans Foundation) in establishing and forming support for local community development corporations (CDC). The study consisted of one-on-one interviews with CDC staff including the personnel and board members of the community foundations. The community foundations worked in collaboration in order to bolster community development collaborative that promote CDCs and development of the community in general.

This article is in line with the GLCF as the GLCF works in collaboration with other nonprofits and community foundations on several projects. The GLCF fosters community development collaborative in partnership with other community foundations and organizations, such as with the Community Foundation of North Central Massachusetts (CFNM) on the Nashoba Valley Grant as well as with the Nonprofit Alliance of Greater Lowell. The GLCF also shares resources and provides services to nonprofits in the community it serves.

McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39(1-2), 145-161.

The article demonstrates the importance of the principle of diversity when conducting research. the authors noted that previous research on disability have been person-centered and followed a deficit model, rather than being strength based. McDonald et al. (2007) propose that it is essential to consider the multiple sociopolitical status of people with disabilities to gain a complete understanding of the issue . To this end, the researchers conducted a study incorporating elements of human diversity such as race/ethnicity, socioeconomic status and gender. The researchers found that considering the multiple social positions of the people being studied was integral to understanding the experiences of people with diversity.

I feel that at the GLCF when it comes to assessing the needs of the nonprofits in the area, the focus is not just on what is missing or lacking that nonprofits need, but also what strengths nonprofits already have that can be built upon. The GLCF recognizes Lowell has many great resources available, and one of the City's greatest resource is the numerous social service organizations in the area.

Millett, R., & Orosz, J. J. (2001). Understanding giving patterns in communities of color. *Fund raising management*, 32(6), 25.

This article explored the way in which nonprofits can encourage and engage communities of color in philanthropic giving. The article focused on financial donations to nonprofits as opposed to volunteering time. This article highlighted an important resource for nonprofits to explore as communities of color are often overlooked when it comes to fundraising initiatives. This article will be useful to my role at my practicum site as it discussed the giving patterns of different ethnic groups and the types of charities they are more inclined to make donations to. Part of my role at the GLCF is to reach out to various communities to raise funds for the nonprofits listed in the Wish List catalogue.

Navickas, V., & Kontautienė, R. (2011). Influence of corporate philanthropy on economic performance. *Business: Theory and Practice/Verslas: Teorija ir Praktika*, 12(1), 15-23.

This study examined the effects of corporate philanthropic giving on their economic performances. Corporate philanthropy was defined as an element of corporate social responsibility as it provides opportunities for building business relationships with stakeholders and promotes corporate social involvement through charitable donations of funds and time. The study discussed the benefits of philanthropic activities on corporate economic performance such as improving overall corporate image, reputation, revenue, customer loyalty and relationship with community stakeholders.

This article relates to the GLCF and the services it provides. One of the key functions of the GLCF is to connect donors (business owners, corporations, individuals etc.) to nonprofits. Community foundations act as a bridge between donors and nonprofits. It assists donors in making a positive impact on their community by forming relationships between them and nonprofits. The GLCF encourages businesses in the area to donate to nonprofits and helps ensure they are able to receive tax benefits for their donations. The annual Wish List catalog the GLCF publishes provides nonprofits the opportunity to connect with potential donors, form relationships and receive necessary funding.

Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American journal of community psychology*, 23(5), 569-579.

This article explored the importance of empowerment for the development of individuals, organizations and communities. This article was useful as it examines the processes and outcomes of empowerment at various levels of analysis. The article shows that empowerment at the individual level promotes participation in community organizations and increases perception of control and ability to mobilize resources. Empowerment at the organizational level increases collective decision-making, social networks, and shared leadership. At the community level, empowerment can promote the sharing of resources and increase the accessibility of resources and willingness to collaborate.

Reed, C. S., & Brown, R. E. (2001). Outcome–asset impact model: linking outcomes and assets. *Evaluation and Program Planning*, 24(3), 287-295.

The authors explored the concept of the Outcome-Asset Impact Model (O-AIM) approach in increasing participation in programs and interventions. The authors demonstrate that the O-AIM approach has two facets; outcome, and asset orientation. The authors argue that the O-AIM approach combines a focus on the benefits gained from participating in program, which is referred to as the outcomes. The authors also argue that the O-AIM approach frames interventions in a way that is strength-based-it highlights the strengths fostered within an individual rather than the problems, this aspect is referred to as the asset orientation.

I think this article is interesting as the O-AIM approach is presents provides a framework for understanding, planning, and evaluating activities designed by the GLCF to achieve meaningful impact in the community.

Sargeant, A. (2001). Using donor lifetime value to inform fundraising strategy. *Nonprofit Management and Leadership*, 12(1), 25-38.

The author explored the concept of lifetime value (LTV) and the impact it can have on the fundraising efforts of nonprofits. LTV is a list of total contribution a donor makes during his/her lifetime to a nonprofit organization. The author also provided a method to help calculate this value. This article was useful to me as it provided a way to calculate the “value” of a donor’s contribution. This can be useful to nonprofits for assessing how much time and other resources they should devote towards recruiting or raising funds from particular donors, the fundraising strategies they can take and the type of marketing tools they can utilize.

In order to ensure that they provide a high quality of service to their donors, some nonprofits divide their donors into segments and tailor their services for each segment they identify. This influences the dimensions of the relationship between the nonprofits and their donors, the strategy they may implement to contact donors and the initial investment nonprofits are prepared to make in order to recruit donors in the first place.

I feel that the idea this article discusses is important to my role at the GLCF because effectively evaluating the value of a donors contribution to an organization can be an extremely vital tool in developing a fundraising strategy development of ensuing fundraising strategy. The article also provides information about the importance of relationship marketing tools and the implementation of these tools that I feel is useful for the GLCF’s fundraising efforts.

Tableman, B. (2002). Validating the assets approach to achieving good outcomes for children and youth. *Best Practice Briefs*, 25, 1-17.

The article describes and summarizes the findings gathered by the Search Institute’s research on the developmental assets of youth. The author provides an assessment of the

asset approach to youth development by reviewing empirical, rather than correlational, research that have findings that validate the approach.

I felt this article was interesting as it focused on an approach to research youth development based on youth assets rather than deficits. One of the guiding principles of community psychology is an emphasis on people's strengths and I feel that this article was in line with this principle.

Walker, M. (2001a). Recognizing and building your organization's major gift potential. *Fund raising management*, 32(9), 33-35.

The author discussed the fundraising strategies that nonprofits can use to maximize their donations. The author states that nonprofits need to develop personal relations with donors in order to ensure an increase in their gift giving. The author explored some management approaches for monitoring and evaluating donors' gift giving behaviors in order to increase them.

This article was interesting to me because some of the techniques it mentions (such as developing a personal relationship with donors) are techniques the GLCF utilizes. The GLCF maintains respectful and constant communications with the donors on their sponsor list and has an open invitation for donors to contact them if they need more information about another nonprofit or to organize site visits or help with the distribution of funds among other services. I liked that the management strategy discussed in this article involves marketing techniques for relationship building and outlines systems to evaluate the progress and success of a nonprofits fundraising strategy. I think this relates to my role at the GLCF and I plan to apply this strategy at my practicum site.

Walker, M. (2001b). Valuing the donor more than the donation. *Fund Raising Management*, 32(4), 23-24.

The article explains the "valuing the donor more than the donation" approach. The author details the benefits of using it with an organization's "elder donor base." The article explains that an appreciation of the importance of cultivate a relationship to a donor must first be recognized before the long-term value of the partnership between the nonprofit and the donor can be realized.

This article is critical to my experience at my practicum site because the strategy it presents is one that the GLCF adopted. There are several advantages to this strategy such as: it helps meet the needs and interests of elder donors; it maximizes a donor's long-term value to the nonprofit; it reduces the cost (time, money etc.) on the appeals to donors that are unnecessary and may frustrate donors.

Waters, R. D. (2007). Nonprofit organizations' use of the internet: A content analysis of communication trends on the internet sites of the philanthropy 400. *Nonprofit Management and Leadership*, 18(1), 59-76.

This article examined the extent of nonprofits use of the internet for communication and fundraising practices. The author found that top nonprofit organizations included copies of their annual reports, goals and objectives, and mission statements, while second-tier organizations were more likely to utilize a sales approach to their internet campaign by using e-commerce technology and terminology to process online donations and raise funds. The information in this article was useful as it demonstrated how nonprofits use tools on the internet to develop and grow their organizations and the strategies they take. It helped me come up with strategies that I can take at the GLCF when trying to market the Wish List and raising the social media profile of the GLCD and other nonprofits using social media tools.

Mallory Stamp

Burggraf, R., Durbin, P., & D'Ariano, M. (2005) Under the Influence: Taking Alcohol Issues Into the College Classroom. *Health Promotion Practice*, 6; 202 DOI: 10.1177/1524839903260847

Burggraf et al., (2005) discuss in their article, how alcohol use and abuse among college students poses an enormous and unique public health problem that is associated with harm to the student population. Many colleges are seeking to address student alcohol use through a variety of programs and policies. Georgetown University in Washington, D.C. is making efforts to combine the subject of alcohol issues into the curriculum of undergraduate courses. By having alcohol issues integrated in student curriculum, course evaluations indicated that students benefited from this curriculum infusion approach. The students became aware of health education and resources available to them, along with the campus culture contributing to alcohol.

This particular article can connect to my practicum site, because much of the tabling done on campus has focused on the awareness and educational background of alcohol misuse. Along with providing beneficial information to the students, we also provide resources for them, which can be found on campus or in the local community.

Fish, C., and Nie, M. (2007) Health Promotion Needs of Students in a College Environment. *Public Health Nursing*, DOI: 10.1111/j.1525-1446.1996.tb00227.x

Fish and Nies (2007) focused their research on the identification of health promotion needs of students in college environments. This article discusses how the development and implementation of programs and activities in colleges can direct students to adopt health lifestyle behaviors. The main question in this research was: What is the health promotion needs of traditional students in a college environment? This particular article relates to my practicum site, because even though the needs we are trying to meet for the students are at a smaller level. When developing the Wellness program we thought about what information and resources will be beneficial to the student population. As time as gone on and we have hosted events, we have become more familiar of the students interests.

Gregg, J., and O'Hara, L. (2007) Values and Principles Evident in Current Health Promotion Practice. *Health Promotion Journal of Australia*, 18

Gregg and O'Hara (2007) discuss how health promotion is often very complex. Those in the field of public health are expected to understand and respond to multiple determinants of health. Which requires the ability to plan, implement, and evaluation health promotion programs that are often complex, along with being able to understand the values and principles associated to modern health promotion practice. Gregg and O'Hara (2007) describe value as an idea or concept that is desirable and principle as the code of conduct or rule for action. The authors recognize that although the terms are defined one way, they are also interchangeably used in much of health promotion literature. I believe the article was very informative and relates to much of my practicum work done. As the authors mentioned the public health field is complex and it takes a lot of planning, implementing, and evaluation to make for a successful promotion. Throughout my work at NECC, I have really learned the time it takes to plan and implement a successful Wellness program for the students. With the Wellness program in its infancy, there are a lot of thoughts, planning, and idea changing that takes place.

Kumar, S. and Preetha, G.S. (2012) Health Promotion: An Effective Tool for Global Health. *Indian Journal Community Medicine*, 37(1): 5–12. doi: 10.4103/0970-0218.94009

Kumar and Preetha (2012) article states that health promotion is a very relevant topic today and many outside factors of the health system determine health and social well-being. Many health issues can be effectively addressed by adopting a holistic approach by empowering individuals and communities to take action for their health and promoting action to build a healthy lifestyle. The conceptual framework of health promotion looks at the needs of the whole population and the risk factors. At my practicum site we are focusing on the well-being of the students at NECC. By developing the Wellness Program and hosting events, we are taking the approach of promoting health information and encouraging the students to take action in a healthy lifestyle. Our goal is not to change them or force them, but to make them aware of the ways they can change little by little everyday to create a healthy life.

Mackert, M., Mabry, A., Hubbard, K., Grahovac, I., Steiker, L. (2014) Perceptions of Substance Abuse on College Campuses: Proximity to the Problem, Stigma, and Health Promotion. *Journal of Social Work Practice in the Addictions*, Vol 14(3), 273-285.

Mackert et al., (2014) did a qualitative survey which was employed to examine stigma beliefs among two subpopulations of college students at a large Southwestern University. The researchers conducted this study because many college campuses offer recovery support, but many students indicate a stigma associated with recovery. The researchers suggested this could be from communication campaigns addressing misperceptions of substance abuse and recovery. So, this study was conducted to understand student's perception of addiction based on experience or background. As a result, the findings indicated that students with exposure to substance abuse had less stigmatizing beliefs before a developed health promotion campaign.

This is relevant to my practicum site, because many of the students who come to our events are often unaware of the counseling services on campus, by attending our events they then became aware. However, some students still do not use the campus resources because they are fearful of the stigmatization, even if it is not substance abuse related. With that being said, that is why we make our events as informative as possible to assure the students counseling on campus is confidential and there is support.

Poland, B., Krupa, G., & McCall, D. (2009) Settings for Health Promotion: An Analytic Framework to Guide Intervention Design and Implementation. *Health Promotion Practice*, Vol. 10 no. 4 505-516

Poland, Krupa, and McCall (2009) state that taking a settings approach to health promotion means addressing the contexts within where people work, live, and play, and making these the object of inquiry and intervention as well as the needs to be found in different settings. The authors believe this approach can increase the likelihood of health promotion success because it offers opportunities of practice in context. I found this article to connect to my practicum in a way where much of the Wellness program that has been developed over the course of the school year is geared towards getting students on the campus to participate in events that are educational, provide, awareness, and overall health promotion. It is at a smaller level than out in the community, but it is addressing needs of students in the college setting.

Ryan, B., & DeJong, W. (2002). Making the link: Faculty and prevention. *Higher Education Center for Alcohol and Other Drug Prevention*. www.edc.org/hec/pubs/faculty-prevention.html

Ryan and DeJong (2002) article focuses on discussing how the Higher Education Center for Alcohol and Other Drug Prevention was established in institutions of higher education in developing and carrying out alcohol and drug programs that will promote campus and community safety along with nurturing students academic and social development. In order to accomplish this, the Higher Education Center, focuses on schools to develop, implement, and evaluate programs. This particular article states how college faculty can be enlisted to participate in preventive initiatives. When it comes to prevention faculty involvement is a key asset. This article is beneficial for my learning experience at my practicum site, because at many of the events we host, one particular psychology professor always drops in and takes a handful of information to bring to her students. If more professors got involved and scoped out different wellness programming going on, on campus it can help promote the information to the classroom settings. By professors forwarding the information to their classrooms the Wellness program will reach even more of the student population.

Suicide Prevention Resource Center. (2004). Promoting Mental Health and Preventing Suicide in College and University Settings. *Education Development Center, Inc.*

This article provides information about suicide and attempted suicide and how it is at the top for mental health and substance abuse problems among college students. With

students struggling with these types of problems, it has a significant impact on their lives, academic performance, and behavior. Researchers have found that students with higher levels of psychological distress also have higher test anxiety and lower academic self-efficacy. At my practicum site, we have done some promotion and awareness on the topic of suicide prevention by providing students with resources both on campus and in the community. By tabling different health topics on campus, we are able to inform students of the counseling services that the college offers with hopes that they will take action and seek help if needed, or refer a friend.

U.S. Department of Health and Human Services (2000). Reduce the Proportion of Persons Engaging in Binge Drinking of Alcoholic Beverages. *Healthy People: 2010: Understanding and Improving Health and Objectives for Improving Health*, 2nd Edition, Vol. 2, 26-11.

Healthy People 2010 is all about improving health, health of individuals, health of communities, and health of the nation. While, Healthy People 2010, goals and objectives cannot by themselves improve the health status of the nation, it can be recognized through a systemic approach to health improvement. The four key elements include: goals, objectives, determinants of health, and health status. The goals provide a general focus direction; the objectives focus on the detriments of health, which encompass the combined effects of individual and community physical and social environments used to promote health and access to quality health care.

This article relates to my practicum site, part of the Wellness Program is to promote health along with access to quality health care (such as the counseling center or if needed outside resources.) When getting involved in health promotion is it important to understand the steps it takes and the important to come up with an end goal and an objective that will drive towards meeting that goal.

World Health Organization. (1869) Ottawa Charter for Health Promotion.

According to the World Health Organization (WHO) health promotion is the process of enabling people to increase control over and improve their mental health. Health promotion is the combination of health, education, or organizational initiative designed to bring positive attitudinal, behaviors, social, and environmental changes to improve the health of populations. The five key levels of action in health promotion include: Developing Personal Skills, Creating a Supportive Environment, Strengthening Community Action, Developing Public Policy, and Reorienting Health Services. These five key levels are all very important when it comes to successful health promotion. Along with that, these five key levels have been relevant to my practicum site in various ways. All the promoting and events held on campus have required the use of developing personal skills and communicating with students and faculty on campus, creating a supportive environment where the students feel comfortable and able to make healthy changes. Along with getting to know outside community organizations such as the YWCA and reorienting health services, making sure the students know there are counseling sessions on campus.

Becker, C.M., Adams, T., Orr, C., & Quilter, L. (2008). Correlates of quality sleep and academic performance. *The Health Educator*, 40(2), 82-89.

Beck et al., (2008) conducted a study that resulted in students reporting they have more poor sleep rather than good sleep. Becker and colleagues state in their research that unhealthy sleep is becoming an increasing problem because poor sleep has been known to be associated with poor academic performance. While, it is not definite that lack of sleep affects academic performance it does affect the GPA. According to recent studies, colleges that implement programs that provide students with physical fitness, healthy relationship skills, along with effective coping strategies, this may positively impact sleep quality and academic performance.

This article discusses the importance of sleep and academic performance, which is something Northern Essex Community College takes into consideration. As part of the Wellness Program at NECC, we implement a Healthy Sleep Workshop throughout the semester for students. It is important to take into account the benefits of healthy sleep as along with the interest of students. Many students are interested in learning about sleep.

Blowers, J. (2009). Common issues and collaborative solutions: A comparison of student alcohol use behaviors at the community college and 4-year institutional levels. *Journal of Alcohol and Drug Education*, 53(3), 65-82.

This study aims to explore the commonalities between four-year colleges and community college student alcohol use. In this replicated study, the researchers discovered strong similarities in alcohol behaviors between a community college and a four-year college in the same geographic area. Furthermore, this study found depression, anxiety, and other mental health problems can be contributed through substance abuse, which is also common in both community colleges and four-year colleges.

During the month of October, at NECC we had an Alcohol Awareness Week event on campus. This event consisted of an alcohol screening, trivia, information and resources, and mock tails. The trivia and mock tails were a big hit, while the alcohol screening was less active. Few students that stopped by during this event were willing to take this screening, which was completely fine due to the fact it was optional. However, it is important to take into account that many college students resort to drinking, even if they are commuter students, but if the issue goes unnoticed on community colleges compared to four-year colleges. Therefore, it is extremely important to educate and bring awareness to community colleges about the misuse of alcohol.

Chamberlin, J., (2012). Mental health services remain scarce at community colleges. *American Psychological Association*. 43(3).

This article discusses how fewer than 13 percent of community colleges provide psychiatric services for students, this was found through a survey done by the American College Counseling Association. However, according to the ACCA data, 56 percent of

four-year colleges and universities offer on campus counseling services. While, 68 percent of community colleges offer some personal counseling the lack of care is concerning due the fact many community college students are at a higher risk for depression and anxiety disorders. The ACCA conducted a survey with community college counselors and found that two-year college students compared to 4 year students are employed and supporting a family. Which are stressors that can take a toll on their mental health.

This article is particularly relevant to my site, as it is a two-year school. From the short time I have been at my practicum site, I have come to see that many commuter students appear to have quite a bit of stress factors compared to what I see at the university. Many commuter students are part-time students, working fulltime jobs, and usually running a household or taking care of family. It can have a great impact on their overall mental health.

Edwards, J. (2011). Counseling association: Community college task force survey of community/2 year college counseling services.

Edwards (2011) discusses the second National survey conducted by the American College Counseling Associations Community College Task force. The purpose of this survey is to gather data on common practices for personal and mental health counseling in two-year community colleges. To conduct this survey it was implemented through Survey Monkey and distributed to a list of community colleges around the United States. There were some limitations with this study due to those invited to participate, did not participate in the survey. Some highlights from this survey included that 68 percent of responding community colleges provide mental health counseling services. Another highlight is that 47 percent of colleges do not limit their counseling services.

This particular study was interesting to because it pinned many important highlights from the survey, which was very clear and easy to follow. The two highlights I summarized previously, I found to be relevant to my practicum site. One being that NECC falls into the category of being a community college that provides counseling services. But, I also found it interesting that 47 percent of colleges do not limit counseling sessions, where at NECC students are limited 5 sessions a semester. However, they can have more sessions if needed or the counselors refer them to and outside resource.

Grohol, J. (2013). 10 Things You Might Not Know About Mental Health. Psych Central. Retrieved on November 29, 2015, from <http://psychcentral.com/lib/10-things-you-might-not-know-about-mental-health/>

Grohol (2013) discusses how when figuring what life is all about in this world it can often help to have cheat sheets. In this article, Grohol lists ten things you might not know about mental health. Some of the things Grohol lists are: knowing and learning about yourself and how it is one of the best investments you can make, self-knowledge is the ultimate power. In this article Grohol also mentions how “you” may be your own best treatment provider. Grohol states that by educating yourself and keeping track of your

moods, and coping methods can be just as helpful as professional help can. Mental health is not always easy to access or affordable.

Grohol (2013) article on mental health connects to my practicum site because the main focus of the NECC Wellness Program aims to focus on the student's mental health and well-being. Through the course of my first semester at NECC, I have learned a lot about the importance of mental health and role it plays on our everyday lives.

Joffe, P. (2003, February 16). An empirically supported program to prevent suicide among a college population. Paper presented at *Stetson College of Law Twenty- Fourth Annual National Conference on Law and Higher Education*, Clearwater Beach, FL.

In Joffe (2003) paper, he discusses some facts about suicide in higher education. Joffe (2003) states that the rate of suicide in college students is half the rate of those who do not attend college. Many college campuses provide counseling services, however, very few students use them. This paper provided me deeper understanding of suicide prevention efforts in higher education and traditional resources for students. While at my practicum site, I have done much representing for the counseling center at different events and have talked to many students who are unaware of the counseling services NECC provides on both the Lawrence and Haverhill Campus. It is important to bring awareness to the counseling services that are available for the students.

Suicide Prevention Resource Center. (2004). Promoting mental health and preventing suicide in college and university settings. Newton, MA: *Education Development Center, Inc.*

This paper discusses the complex problem of suicide and suicidal behaviors on campuses. Suicide and attempted suicide are at the tip of mental health and substance abuse problems among college students. In a survey conducted by the American College Health Association (2001) the survey found that 16 percent of college women and 10 percent of college men reported being diagnosed with depression. This paper produced by the Suicide Prevention Resource Center states that they know about suicide and suicide prevention within colleges. In this research paper, it goes into detail about recommended ways in which colleges can promote mental health and prevent students from suicide and suicidal behavior.

Suicide is a common leading death among college students, there can be a lot of stressors in a college students life which can stir up suicidal thoughts and actions. This semester at my practicum site, I had the opportunity to attend a suicide prevention breakfast. Every year this suicide prevention breakfast is held in different parts of the Middlesex County to raise awareness on suicide prevention. At this particular event, there were many different organizations, which help to bring awareness about suicide along with a guest people who is a survivor of suicidal attempts. By attending this event, I was able to bring back resourceful information to NECC counseling center.

Thornton, L. Jay and Sharon Johnson. (2010). Community College Employee Wellness Programs. *Community College Journal of Research and Practice*, 34:12, 966-976.

Thornton and Johnson (2010) discuss the prevalence and characteristics of employee programs in community colleges. To conduct this study, a random sample of 250 community colleges were mailed a 46-item employee wellness program survey. This survey consisted of questions such as: program funding, activities, incentives, and participation rate. As a result, out of the community colleges surveyed 27 out of 64 offered employee wellness programs. This particular article can relate to my practicum site because my focus is on wellness programs, but most likely directed towards the student population. However, many of the programs offered faculty could attend. This is a topic I am interested looking further into with my supervisor about programs directed mainly for employees rather than students.

YWCA. (1891). Eliminating Racism, Empowering Women. <http://ywcahaverhill.org>

The YWCA first came into play in 1891, to support women and their children. Today the YWCA helps to serve children, women, and families in the Greater Lawrence and Haverhill areas, along with other areas. The YWCA provides domestic violence and sexual assault services as well as school age programming between the ages of 5 through 17. This organization is the oldest and largest multicultural organization that works for social and economic change. The mission statement for YWCA is dedicated to eliminating racism, empowering women, and promoting peace, justice, freedom, and dignity for all. While this is not a scholarly article or conducted study, it was important to include the YWCA's work as part of my resources. Throughout the semester the YWCA has come to NECC a few times to table resources and materials on domestic violence and sexual assault. The YWCA has been a partnership for NECC and the counseling center providing students with outside resources.

Zivin, K., Eisenberg, D., Gollust, S. E., & Golberstein, E. (2009). Persistence of mental health problems and needs in a college student population. *Journal of Affective Disorders*, 117(3), 180-185. doi:10.1016/j.jad.2009.01.001

Zivin et al., (2009) conducted a web-based survey of students attending a large university. The researchers used screening instruments to measure symptoms of mental disorders such as depression and anxiety. By doing this, the researchers were able to determine what mental health services were needed. The results of this study indicated that mental disorders are prevalent and persistent in a student population. Many students with probable disorders are aware to seek treatment, but many do not. This particular article connects to my practicum site, because the counseling center hosted a national depression screening day, which I helped represent. During the screening I handed out resourceful information to the students who came by. The students who came by had the option of taking the screening, which would be scored by one of the counselors. It was interesting because many students who chose not take the screening made comments such as "I already know I have anxiety." Therefore, it shows that perhaps students are aware of their possible anxiety or depression, but shy away from seeking treatment just as Zivin et al., (2009) article states.

Rosalda Martinez

Altman, D. G. (1995). Sustaining interventions in community systems: On the relationship between researchers and communities. *Health Psychology, 14* (6), 526-536.

According to this article sustaining intervention is critical because it is interventions that bring values to communities. Sustainability is consistent with the goals of improving the health of our population and increases the chances of involving the community, which will ultimately require development of valid research questions by forcing researchers to view communities from the perspective of community members. It addresses the need for research and how researchers and communities must work together taking into account the needs of the community and engaging community leaders and members to meet those needs. This article argues that customizing interventions that attend to the needs of a community can benefit both the research process as well as the community since every community is different and has different needs.

Community Social Psychology emphasizes the need for research and how research helps address issues concerned with human resource development, political activity, and scientific inquiry. This reading explains the needs and benefits of research, but it also describes the fact that communities must be part of the process of developing measures to address their needs. As explained by one of the five principles of Community Social Psychology, communities do not need more experts telling them what they are lacking as a community and how to solve the many social issues they face. Communities need Professionals that are willing to humble themselves and listen to their concerns as well as ideas on how to promote change, since the best experts are community members themselves.

Barber, L. K., & Santuzzi, A. M. (2015). Please respond ASAP: Workplace telepressure and employee recovery. *Journal of Occupational Health Psychology, 20* (2) 172-189.

This research article provides two research studies that attempt to identify the health effects of asynchronous message based technologies (e.g., email). Why employees feel the need to meet the expectation of responding in a quick manner in order to maintain relationships and meet work expectations. This research article explains that personality traits might contribute to Workplace Tele-pressure. It was suggested that highly conscientious employees are likely to provide quick responses to emails due to their responsible nature while extraverted employees feel the need to respond quickly to impress others. I'm one of those people that tend to respond very quickly to any request either at work or from friends and family. I tend to find myself disappointed when others do not respond as quickly I as do.

One of the challenges, I've faced during my practicum 1 experience is getting some of the agencies I need to work with to return my phone calls or emails. I need to be more considerate of other people's time and the pressure that they might find themselves in. After reading this article I will attempt to slow down and wait patiently, most of the time a quick respond can lack substance and one is more likely to feel stressed and make

mistakes or not articulate things as one would under little or no pressure. I work in a very demanding environment where there is scarcely any time to think about what decisions to make and because of this, my whole life functions in the same manner even when I'm not at work. I want to put into practice that even when working in demanding and stressful environments I must take time to organize my thoughts and ideas in order to respond effectively.

Effective communication. (n.d.). Retrieved November 11, 2015 from www.helpguide.org/articles/relationships/effective-communication.htm

This article argues that communication is more than just exchanging thoughts and ideas. Communication is understanding verbal and nonverbal cues. Effective communication involves active listening, paraphrasing, and executing the message with confidence. Effective communication skills help us maintain relationships, deliver a clear message, & solve problems. In order to improve our communication skills we must be able to listen effectively since effective communication is more about active listening than it is talking.

One of my goals for this class is to improve my communication skills and be an effective communicator. This sounds like a very simple task, but there is so many things to take into account when communicating with people in general and especially when communicating with individuals from different cultures. Different cultures have different styles and what might be acceptable in my culture is not necessarily acceptable in another culture. Asking questions, being patient and respectful are ways that can help the communication process go as expected.

Kiesler, S., Siegel, J., & Mcguire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist*, 39(10), 1123, 1134.

The authors addressed the many changes caused by computer-mediated communication at the workplace and in our personal lives. Computer-mediated communication makes global communication and other computer related interactions inexpensive and easily accessible by people all over the world. Computer-mediated communication seems to be very effective for professionals in any field since it facilitates contact via telephone conference and emails. Even though computer mediated communication it's changing the way we connect with the world, we have failed to fully understand this extraordinary process and how it affects our lives and work environments. There still so much more research to be conducted in order to fully grasp the psychological, social and cultural effects of this phenomenon.

Through this reading I was able to obtain an answer for one of my many questions asked in my Weekly Reflection Sheet. I was very intrigued to find out whether or not there is an electronic etiquette. According to the authors of this article there is no electronic etiquette available to guide us during these interactions. The authors explained the difference between face to face communication and computer-mediated communication. When communicating face to face there are nonverbal cues that we might be able to sense during that conversation, but it is very hard to identify nonverbal cues when

communicating via email. I prefer face to face communication, but I have noticed how easy computer-mediated communication makes our daily existence and how it can help us manage our time better. We are so busy with the demands of work and family that even if we feel doubtful about the benefits of computer-mediated communication we tend to put uncertainties aside because of the convenience of communicating with our co-worker sitting three cubicles away from us while attending other duties.

Mattessich, P.W., & Monsey, B.R., & Roy, C. (1997). *Community building: What makes it work a review of factors influencing successful community building*. Saint Paul, MN: Amherst H. Wilder Foundation.

This book evaluates and assesses the steps, research, and resources needed to develop building initiatives, and details the tools needed to develop successful project ideas. It describes twenty-eight keys factors to help build more effective and efficient communities, touching on the importance of focusing on the social strengths of communities and the relevant of having determined and knowledgeable leaders. An effective leader is key in address social issues and motivating community building. Effective community leaders shows transparency, have clear goals, assume his or her role effectively by meeting the needs of the community. Effective leaders exhibit good listening and communication skills and have a charisma that draws people to them.

This book has been helpful in developing my learning contract and developing resources for the Lowell DTA. This text enhanced my knowledge of key elements that make a community work and what characteristics an effective leader must possess. Terms like Social Capacity and Community Building helped me develop a plan to assist DTA in developing resources to better assist clients and improve relationships with other agencies. This book touches on the value of concentrating in the strengths found in the community and using those strengths to grow and address social issues. Focusing on strengths is such an important aspect when building successful communities and addressing social issues. Accentuating the positive provides space to acknowledge that there is room from improvements, but the positive is expected to out weights the negatives.

McKnight, J., & Block, P. (2010). *The Abundant community: Awakening the power of families and neighborhoods*. Chicago: American Planning Association.

The Abundant Community emphasizes in the need for communities to stay healthy by meeting the needs of their members. Communities that utilize the gifts bestowed to their members are what is called Abundant Communities, but communities that expect teachers, doctors, service providers, and counselors to keep their family strong is refer to as a consumer society. A consumer society has the tendency to think that most things in life can be purchased. Abundant communities in the other hand are known for working in collaboration, sharing gifts, expertise and knowledge possessed by their members. Communities can do a lot for their members without the help of paying professionals as long as the skills hold by community members are used to improve the community as a whole.

This book reinforces the value of family and the importance of working together as a community. Family is so important for communities to stay healthy, since strong families produce strong members of society that are fit and ready to face the many barriers presented in life with courage and resilience. As confirmed by many of my readings a community that works together and uses its resources to its advantages is very likely to bring positive changes.

Mckenzie – Mohr, D. (2000). Fostering sustainable behavior through community-based social marketing. *American Psychologist*, 55(5), 531-537.

This article describes the importance of sustainability and how the world's population needs to find sustainable measures to hold the demands of a growing population. According to this articles psychologist must concerned themselves with promoting sustainable behavior. One of my concerns about my practicum site was the sustainability of my efforts. In hope that my efforts will be sustained after my practicum work is done, I began to research about sustainability and how it can be achieved. I started by investigating what sustainability is, why the word sustainability is so important and what the experts suggest one must do to achieve it.

I believe that the Department of Transitional Assistance's mission of helping the most vulnerable residents of Massachusetts is more likely to be sustained by working in collaboration with other agencies. Sustainability is key for a better future and for addressing social issues. Organizations or initiatives that show sustainability are most likely to adapt to change, exhibit a strong desire for change and remain in business for years to come. Sustainable organizations or initiatives also possess a network of communication and relationships with other community agencies.

Miranda, A. H, Griffin, C. S., & Jenkins, T. A. (2007) Strategies for building multicultural competence in mental health & education settings. *School Psychology Quarterly*, 22, (3), 473-478.

Review of Strategies for Building Multicultural Competence in Mental Health & Education Setting focuses on the changing demographics of the United States. According to a recent census data provided in this article, almost 40% of the US population consists of people of color, but the majority of School Psychologist are white, female and middle class. It is crucial for helping professionals to familiarize themselves with the population they serve in order to meet the needs of that population resourcefully. In an effort to meet the needs of a more culturally diverse world the APA'S Council of Representation approved the development of guidelines on Multicultural Education Training, Research Practice, and Organizational Change for Psychologist.

These guidelines provide 6 principles that might help professionals recognize and understand how their beliefs and prejudice could negatively impact relationships with the population they serve. The strategies provided in this reading are fundamental skills for professionals to deliver appropriate services and learn about the history and cultural differences of diverse populations. It is beneficial for professionals to understand the

culture of minority groups they are working with. Professionals that take the time to inform themselves about the different cultures are not only enriching their knowledge, but are more likely to have positive outcomes when serving diverse communities.

Osborne, D., Yogeewaran, K., & Sibley C. G. (2015). Hidden consequences of political efficacy: Testing all efficacy- apathy model of political mobilization. *Cultural Diversity and Ethnic Minority Psychology*, 21(4), 533-540.

This research study reviews the effects of political efficacy and support for the political mobilization. Political efficacy is the belief that people can influence politics if they perceive the notion of being able to influence the decision making process of politics. Communities tend to be more supportive of politics when they feel that their concerns and ideas are taken into account, resulting in communities having a more positive view of government policies.

Politics is an essential element when influencing change. Community Psychologist are interested in influencing social policies that facilitate the empowerment and esteem of disadvantage and disenfranchised communities. But in order for social policies to change Community Psychologist need active funding of politics to approve and support their many efforts. Community Psychologist must find ways to work directly with politics and help them understand the significance of this work and how it benefits the world in general.

Pettigrew T. F. (2011). Toward sustainable psychological interventions for change. *Peace and Conflict: Journal of Peace Psychology*, 17, (2), 179-192.

This article clarifies the many barriers Psychologists and Social Psychologist face when attempting to implement sustainability. According to the author Social Psychology as a practice faces many limitations, a lack of network with policymakers and a lack of insight in how to win acceptance for proposed interventions are a few of those limitations. The author details the need for Community Psychologist to become diverse by working in different fields or settings where they are able to make politics more aware of their work and how it makes a difference and impacts the credibility of the field. I relate this article to my practicum site in the improvements achieved by Social Psychologist and the improvements made by DTA. DTA has been working very hard at addressing the barriers that prevent collaboration with other agencies.

I was given the task of developing resources for the Lowell DTA in an attempt to address some of those barriers. DTA recognizes the needs and cultural diversities of the communities being served and is desperately trying to serve clients in a more resourceful manner that address the needs of different cultures and maintain active collaborations with other agencies.

<http://www.forbes.com/sites/davidkwilliams/2012/09/29/10-reasons-to-stay-at-a-job-for-10-or-more-years/>

This website provides ten reasons why to retain employment with the same organization for 10 years or longer. As of 2012 the length of time employees had been with their current company is 4.6 years. Monsters.com defines job hopping as less than two years and a trend that has the potential to end a career. This website suggests finding ways to make a challenging job more achievable. Taking appropriate training to improve challenging aspects of the job and applying oneself to overcome those challenges is a step in the right direction. Being bored due to a lack of challenge is explained as not a good enough reason to move on. Asking for more to do, applying for a more challenging position within the same organization are more resourceful ways to handle boredom. Once a few attempts have been made to change or improve the situation unsuccessfully than it is possible to move on. Having a difficult time adjusting to the culture of the organization and job hopping because of this is absolute a situation that must be examined to find out if the problem might be within the workers itself.

Changing jobs due to making more money alone could be a big mistake since money alone does not provide long term satisfaction. Secure employment provides stability; workers are able to improve more when they stay with an agency for a long time. Realizing that there is no perfect job and that even the most satisfying careers bring challenges, stress, and demands. Stability leads to seniority and with seniority comes a chance to lead, employment stability is also one thing financial institutions look at and it opens doors when looking for loans.

Job hopping affects employees vesting in 401K, retirement plans, and other benefits such as vacation and sick time. Staying at a job for a long time shows that you are a person that others can count on, that you have resilience to face obstacles, confidence in your abilities, and dedication.

Bond, M. A. (2007). *Workplace Chemistry: Promoting diversity through organizational change*. Hanover: University Press of New England.

This book begins with the author defining the word “chemistry” in the workplace and how chemistry in the workplace is a positive relational sign, while bad chemistry is a sign of people not getting along. Good chemistry at work is not an easy goal to achieve and even more, when the work place is diverse. Diversity in itself brings many challenges and having a diverse work environment does not necessarily mean an increase in productivity and good chemistry. One advantage of a diverse workplace is increase in creativity due to the different inputs and ideas of the different groups.

Being part of a diverse workforce is expected since our population is made of different cultures. According to a 2012 report by the U.S. Census Bureau presented in this reading “It was estimated that Hispanics or Latinos of all races numbered about 41 million, non-Hispanics blacks nearly 36 million, and Asians around million”. A diverse work environment is also characterized by an increase in gender and cultural diversity. Due to the changing and diverse make-up of our population employers must adapt to a fluctuating work environment and encourage collaboration and inclusiveness for all staff.

Employers must also learn how to handle the many challenges that come with a diverse work environment in a manner that foster respect, unity and values differences.

Giorgi, G., Shoss, M.K., & Leon-Perez, J.M. (2015). Going beyond workplace stressors: Economic crisis and perceived employability in relation to psychological distress and job dissatisfaction. *International Journal of Stress Management*, 22(2), 137 – 158.

This journal article supports the idea that socioeconomic factors are attributes that add to work related stress. The way employees perceive their organizational environment is moderated by the global economic and employable conditions. During difficult economic times employers tend to focus their energy on keeping their organization profitable, neglecting their employees of opportunities that were once available. Employees feel discourage when opportunities for advancements that were available at one point are no longer there reacting in frustration and fear due to not knowing what their future career might hold. During the 2008 economic crisis they were more work stress related absences than usual. Workers might react negatively to economic crisis and reflect that negative attitude at the workplace. Employees might show a lack of enthusiasm, absenteeism, and disengage from coworkers and work related activities. Workers worry and doubt their abilities to find new employment losing confidence and projecting that in their workplace.

Hideg, I., Michela, J. L., & Ferris, D.L. (2011). Overcoming negative reactions of non-beneficiaries to employment equity: The effect of participation in policy formulation. *Journal of Applied Psychology*, 96(2), 363-376.

This article emphasizes the impact and the difference it makes when employees are part of affirmative action programs. When employees are part of the decision making process involved in these programs or benefit directly they are more likely to support such programs. People are more likely to support causes or the implementation of policies that they are part of and/or benefit directly or indirectly. Affirmative action programs have been able to promote positive changes in the work place; these programs are responsible for addressing social issues effectively. They have been able to address discrimination and equality by helping promote a more reasonable work environment, especially for women and minority groups. These programs have felt and seem a lack of support from majority groups and non-beneficiaries. This article provides two studies that suggest the fact that non-beneficiaries are less likely to support or endorse policies that do not profit them or where they have no participation in. Research also found that men are less active in participating in affirmative action programs than women, but being an active participant in these programs even when there is no benefit, helps increase participant support.

Karasek, R., & Theorell, T. (1990). *Healthy Work: Stress, productivity, and the reconstruction of working life*. New York: Basic Books.

This book describes how work related stress affects our mental health, our work and professional life and how society has the tendency to view work related stress as

something that employees should just accept. The authors detail how work related stress affects productivity and how low productivity translate to millions of losses in revenues. The authors believe that is possible to recognize work environment in a way that reduces stress, promotes a supportive work environment, and in return increases productivity.

According to the author book unlike many others views work related stress from an environmental perspective while other authors based their work on investigating the characteristics of the individual. One of the many stressors triggering work related stress is the lack of freedom in the decision making process, the lack of inclusion in the decision making process that affects employees directly is one of the biggest cost of stress and dissatisfaction. Also, the political aspect of many work places is another huge obstacle when trying to implement changes and the fact that in many occasions employees are competing in a combat zone for a promotion. Support at the workplace, especially from supervisors is the most important correlate of job satisfaction and low psychological strain presented by the authors. Supportive work environments helps superiors and staffs work together, encourages growth and confidence.

Kramer, A., & Chung, W. (2015). Work demands, family demands, and BMI in dual-earners families: A 16-year longitudinal study. *Journal of Applied Psychology*, 100(5), 1632-1640.

This study provides evidence verifying that health could be negatively affected by work and family demands. Life styles, behaviors and family predispositions may possibly affect people's overall health increasing their Body Mass Index (BMI) over time. Employers report billions in losses each year due to health related matters and obesity. Meeting work and family demands are top priorities leaving workers little or no time to manage their overall health. Family composition plays a role in the increase of BMI due family related demands. Single parents have twice the responsibility of a two parent households. Two parent households tend to share their many responsibilities and support one another therefore; these households are less likely to see an increase in their BMI. The more children that are part of the family composition the more the demands expected at work and at home. This 16 year longitudinal study reports that individual that voluntarily choose to increase their work demands by applying for a promotion tend to perceive work demands as a positive experience while employees that are placed involuntarily in more demanding environments either at home or work are more likely to see an increase in their BMI and a decrease in their health.

Nelson, G. B., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

This book provides a brief history of Community Psychology. It defines Community Psychology and how it emerged in the United States. It covers topics like oppression, colonization & racism, gender, power and community psychology, ableism, disadvantage children and families, the natural environment and global climate change, heterosexual and the oppression of lesbian, gay, bisexual and transgender people, and marginalization. Chapters that covered issues such as oppression, values of community psychology,

prevention & promotion, inclusion, commitment and accountability were the chapters that stayed with me the most. I trust that the more we make people aware of the values of community psychology and the more these values are applied, and acted upon the more likely we are to make a difference. Social Issues such as poverty, homelessness, and unemployment need more than good values to be eradicated, but bringing awareness to those that are fearful of the unknown could help society address some of the many social issues we face.

Social issues like power inequalities, racism, discrimination, and gender inequalities might require a change in the way we think and view others. When people are well-informed and able to understand the unfamiliar, they are more likely to accept and make an attempt to understand the unknown. There are so many similarities among the different cultures and learning about other cultures could actually enrich our knowledge and experiences. We could achieve a lot by educating our future generations and making them aware of our similarities and the richness of our differences.

Providing Employee Support in the Workplace – Miami-Dade. (n.d.). Retrieved March 20, 2016, from <http://www.miamidade.gov/humanresources/library/compensation-employee-support-manual.pdf>

This manual's objective is to help managers understand the effects of mental health in the workplace, what mental health is, and how to assist workers facing such issues. Mental health affects productivity and impedes workers from being all they can be, mental health related problems have seen an increase at the workplace due to stress caused by increased use of technology, higher expectations, global economy, and lay-off. Lay-offs are a major stressor for employees that remain in the workplace. Employees that remain in the workforce see an increase in their work responsibilities, loss of coworkers, fear of more lay-offs, and decline in opportunities.

Employees facing mental health problems make a strong recovery if they have a strong support system at work. Having a strong support system in place helps manager understand mental health problems in more depth, how to help and support employees facing these problems and it helps them understand how it affects their organizations. A study done by a global HR consulting firm called "Mener" reports that, "20% of employees will experience a mental health problem in their lifetime".

Reinhold, B. B. (1996). *Toxic Work: How to overcome stress, overload, and burnout and revitalize your career.*

As expressed by the author jobs distress causes people emotional and physical problems. The biggest predictor of heart attacks in people under fifty is job dissatisfaction and not smoking, high blood pressure or diabetes as previously confirmed by research. According to statistic presented in this reading, people are more likely to have attacks and stroke on Mondays, between 8:00 and 9:00 am. Than at any other time of the week. The Black Monday Syndrome is the name given to the lethal relationship between a toxic

work environment and cardiovascular emergencies. How long employees have been doing the same work without significant opportunities for professional growth is another element that influences work environment in a negative and toxic manner.

Lack of opportunities for professional growth is a contributor for employees to feel little or no control over their careers. Providing opportunities for advancement is a way to retain employees and foster a healthy work environment. Support was found to help employees deal with work related stress as confirmed by the research of Boston Psychologist Rosalind Barnett. Enabling employees feel self-direction by keeping them updated as to what is going on and what they might expect to happen, are ways of helping them cope. Giving workers more control is extremely significant, research clearly verifies that feeling out of control in one way or another is dangerous to our health. Showing appreciation to employees and making it clear that everyone is an asset could help them gain confidence in their superiors and in the work that they do. When appreciations is shown employees are more likely to go the extra mile, trust their superiors, produce quality work, and survive with work related stress.

Wilson, G. L., & Hanna, M.S. (1990). *Groups in context: Leadership & participation in small groups*. New York. McGraw-Hill.

This book emphasizes the importance of working in group settings. It explains that working in groups is an essential experience since it allows members to learn and understand the standpoints of others, share their creativity, and notions. Some of the disadvantages of working with groups are time constraints and perceived differences. Groups have the moral responsibilities of sharing mutual respect, giving members a chance of expressing their views and ideas freely, and to operate with the best interests of the group in mind. Being part of any group involves communicating the mission and vision of the group and making sure all members are in agreement and carry that vision to the best of their abilities. This book also focuses on the importance of listening, and understanding verbal message and identifies 13 group task roles that will help any group achieve their mission. One of my favorite topics was the topic of leadership and leaders. I believe that a leader that leads with authority, but listens to the group, shows transparency, provides support, allows other to participate in the decision making process, does not have a hidden agenda, follows the rules of time and inclusion is going to achieve the mission and sustain the group. Also groups are more like to follow leaders that demonstrates trust, compassion, stability and hope.

Mingxuan Yang

Force, R. T. T. *Mental Health Interventions for Refugee Children in Resettlement*.
<http://www.springinstitute.org/Files/birmanhopulleyetalwhitepaperii.pdf>

This article has a very detail overview on refugee child area. It shows the definition about refugee children and describe why mental health are very important to refugee children, what kind of mental illness they may have and because of what reason they come up with

these problems. Most important part is the literature review part focus on components of comprehensive service for refugee children.

Because my project in an evaluation program, and we will evaluate a program focus on to build a better school mental health environment for refugee/newcomers. I don't have any experience in refugee field, so this article help me have a better known on school services and refugee's mental health.

Fazel, M., Doll, H., & Stein, A. (2009). A school-based mental health intervention for refugee children: An exploratory study. *Clinical Child Psychology and Psychiatry*, 14(2), 297-309.

47 refugees are the target population in this research to address the psychological needs of refugee children by describes an exploratory study of a school-based mental health service developed. Also by compare the teacher-completed Strengths and Difficulties Questionnaire (SDQ) which were used to collect information at the beginning and end of the school year, shows that the service operated at a number of levels affecting the children both directly and indirectly – probably via teachers, and On the refugee children directly seen by the service benefited most in their peer interactions.

In the project Lowell Public School also have the school-based mental health intervention part, and they will hire a 2.0 FTE school counselors to provide school-based counseling and develop refugee children individual development plans. This article can show me how to evaluation these kinds of survey and what area we should pay more attention.

Isik-Ercan, Z. (2012). In Pursuit of a New Perspective in the Education of Children of the Refugees: Advocacy for the " Family". *Educational Sciences: Theory and Practice*, 12(4), 3025-3038.

By in-depth interviews with 25 Burmese families in a midsize Midwestern city, the paper shows that refugee parents did not know how can they support and help their children's schooling because of their limited school experience, also the schools policies lacked innovation and resources to involve refugee parents. At the end of this paper, the author come up with some ways that can help parents provide a stronger leadership in children's schooling, such as Advocacy for true bilingualism of refugee children, advocacy for family presence in school, support for community based academic learning and cultural responsiveness to the family goals for child growth.

The problem described in this paper also existed in LPS, so the LPS refugee program have many part focus on refugees/newcomers' parents. School have the school-based parent councils, also provide 3 community-based parent education series. They let parents involved in school-based parent councils and Refugee Advisory Council. So this article has many similar parts, it's very useful in my future works.

Rousseau, C., Drapeau, A., Lacroix, L., Bagilishya, D., & Heusch, N. (2005). Evaluation of a classroom program of creative expression workshops for refugee and immigrant children. *Journal of Child Psychology and Psychiatry*, 46(2), 180-185.

This paper is an evaluative study, evaluator try to see whether the creative expression workshops program is effective on prevention emotional and behavioral problems and to enhance self-esteem in immigrant and refugee children attending multiethnic schools. They use Piers-Harris Self-Concept Scale to measure students' self-esteem, and let teachers used Achenbach's Teacher's Report Form to assess the emotional and behavioral symptoms. The study shows that creative workshops in the classroom have significant effect on the self-esteem and symptomatology of immigrant and refugee children from various cultures and backgrounds.

I read this article just because it is an evaluation program report. First the topic in this paper similar to my project, there are many useful information can help me on how to evaluate a school-based program. Second this paper give me an overview on how to write an evaluation report. Both the contents and form are related to my work.

Dorcas Grigg-Saito MSPH, P. T., Toof, R., Sou, L., Peou, S., & Och, S. (2010). Long-term development of a "whole community" best practice model to address health disparities in the Cambodian refugee and immigrant community of Lowell, Massachusetts. *American journal of public health*, 100(11), 2026.

This is an article published by some experts in immigration and refugee areas, include my supervisor. And this article shows the current situation of Cambodians in Lowell, Massachusetts. They mentioned the big challenge for immigration and refugee live in Lowell and how can Lowell community help and support them to adjust their life. This paper hold by Lowell Community Health Center (LCHC), so most part also focus on immigration and refugees' physical and mental health. They talked about Health outcomes, this is very broad topic, that I can get many useful information from it.

Lowell Public School is part of Lowell community, so when start a program with LPS, it's better to get more information about the big environment. This article gives me some simple information on Lowell Cambodians, I can use the conclusion into other newcomers/refugees, because they are all come from different culture background and start their new life in America. So there are some part they have similarity.

Correa-Velez, I., Gifford, S. M., & Barnett, A. G. (2010). Longing to belong: social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia. *Social Science & Medicine*, 71(8), 1399-1408.

Sense of belonging is very important for young newcomers/refugees who want to resettlement in a new country. This paper focus on what kind of psychological factors related to refugee/newcomer's subjective health and wellbeing outcomes. The result shows that key factors strongly associated with wellbeing outcomes are those that can be described as indicators of belonging, in another words, sense of belonging in community and perceived discrimination and bullying directly influence refugee's wellbeing outcomes.

This article points out the importance of specific policies and program for refugee in our society. Based on this article, the connection between Lowell public school and community organization will have very important influence on refugees' family and refugee children. So understanding the connection between the individuals and organization/community will definitely be helpful in my program.

Rousseau, C., & Guzder, J. (2008). School-based prevention programs for refugee children. *Child and Adolescent Psychiatric Clinics of North America*, 17(3), 533-549.

This article have a research on school-based prevention program for refugee children. Result shows that the primary and secondary school-based prevention programs can play a key role in promoting the mental health of refugee children. Also discussed why school-based prevention programs being hindered, and there are three main factors which are health professionals limited their focus only on evidence-based treatment, no fully evaluation program on existing services and program and precariousness of refugees' family and social environment.

Look at the result and discussion about school prevention program, all the conclusion can be used to compare with LPS refugee program. Did their prevention also being hindered by these three factors and how can they improve their program to better meet their excepted goals.

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service-learning affects students.

This article have two main goals, first is two see how service-learning program effect undergraduates on their cognitive and affective development. Second is help people better understand of the "service" effect on learning. And result shows that service-learning have very significate effect on students' academic performance, self-esteem, values and future decision making. Also they have a discussion on what reason can bring students a positive service-learning experience.

This article founded after I know I will work on service-learning program, and I start to get more information in this filed and try to understand what kind of effect this program will bring to our school, student and community partner organization.

Tande, D. L., & Wang, D. J. (2013). Developing an Effective Service-learning Program: Student Perceptions of Their Experience. *Journal of nutrition education and behavior*, 45(4), 377-379.

A good example of evaluation service-learning program. Introduce the role of service-learning program in higher education, use 9-question survey and came up with several valuable recommendations to improve the service-learning program. A sample for me that can be used in evaluation our university's service-learning program. We don't have a

complete survey system for this program, this article can be used as reference for my future work.

Gaster, M. A. (2011). Service-learning: Where is the emphasis?. *Teaching and Learning in Nursing*, 6(1), 19-21.

Very interesting article. Right know all the article I saw both mention the benefits of service-learning program same as this article. But this is the only article have the criticisms of service-learning. See one program in different perspective is very important for an evaluator. I can use the conclusion to see whether these criticisms mentioned in this article also shows on our service-learning program even for this article only talked about service-learning in nursing major.

McDonald, J. H. (2009). Handbook of biological statistics (Vol. 2, pp. 173-181). Baltimore, MD: *Sparky House Publishing*.

This on-line training guide by John H. McDonald, University of Delaware, presents how to choose the appropriate statistical test for a particular experiment, then apply that test and interpret the results. Great overview and specific information on statistical analyses, and examples with step by step instruction make this very hands on and understandable. Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. Because I don't have real work experience on program evaluation, so this online book can help me easily understand how to deal with the data we got from different test. Also some information that mentioned in this book may not useful for these two program, but it can help me to think about our program in different ways.

Style, U. A. (1997). Writing an Empirical Paper in APA Style. [http://faculty.washington.edu/jansp/HCDE516/CourseResources/APApaper\[1\].pdf](http://faculty.washington.edu/jansp/HCDE516/CourseResources/APApaper[1].pdf)

Manuscripts submitted for publication in American Psychological Association (APA) journals must use APA style, as described in the Publication Manual of the American Psychological Association (6th ed., 2010), commonly referred to as the "APA Manual". Many instructors relax these formatting requirements for writing assignments, but most require students to at least cite references in APA format. A lab report is a write-up of an experiment and has the same components as a published research study. This handout provides general tips on how to write a psychology lab report. I can use this article to modify my program final report, most research paper and some program report are required to use APA style, as a psychology major, this is particularly important, not only the references page, but also when we want to cite some words from other articles.

Arnold, M., Cater, M., Evans, B., LeMenestrel, S., Silliman, C. B., & Walahoski, J. (2008). National 4-H Learning Priorities.

This multi-module training guide by Mary Arnold, Oregon State University, et al., is one of six national 4-H Learning Priorities for Professional Development. This provides seven modules related to program evaluation. There are significant amounts of resources listed here with links and bibliographies. 4-H focused but valuable to all Extension personnel. This train guide is very comprehensive, you can get to know all the things you need to know from this book, also I use this training guide to increase my a sensitivity of program evaluation process.

Monroe, M. C., & Adams, D. C. (2012). Increasing response rates to web-based surveys. *Journal of Extension*, 50(6), 6-7.

Web-based (online) surveys, typically involving email requests with Web survey links, are popular for collecting data on program evaluation and attitudes. There are several benefits to online surveys, including low cost, wide availability of survey design and implementation tools, ease of implementation including reminders, and built-in features that facilitate data cleaning and improve the survey experience for respondents and researchers. Although Web surveys are popular, one major concern is their typically low response rates. this paper share several lessons learned and recommendations for increasing response rates with Web-based surveys and draw attention to the importance of personalized and repeated contact for improving survey response rates.

There are two survey I need to conduct for my two program this semester, both two surveys are web-based survey, so when I read this article, it makes me think a lot when I chose the survey questions and how to set survey structure. It helps a lot, and buy reading this paper, I also get many positive feedback from my supervisor on the survey I conducted.

Idol, L. (2006). Toward inclusion of special education students in general education a program evaluation of eight schools. *Remedial and Special education*, 27(2), 77-94.

The primary intent of this program evaluation was to determine the degree of inclusion of students with disabilities in general education classes in four elementary and four secondary schools; the similarities and differences in how special education services were offered; and the ways in which students with disabilities were supported in the least restrictive environment. Staff perceptions of special education services were examined by conducting personal interviews with a large majority of the classroom teachers, special education teachers, instructional assistants, and principals in each school. The findings include descriptions of how far along each school was with inclusion, the amount of time students spent in general education, the roles of the special education teachers, the rates of student referrals for special education consideration, the attitudes of all staff toward inclusion and toward collaboration, and the skills of the teachers related to the inclusion of special education students. The findings also include descriptions of the impact of inclusion on other students, the performance of all students on a statewide test, and the qualitative responses of educators toward inclusion.

This evaluation sample very similar to our LPS grant evaluation program. Both focus on special groups in school environment, both have program evaluation interview section, both focus on the service school provide for target population. This can be a very good example to help me on writing final report.

Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input* (pp. 3-7). Watertown, MA: *Pathfinder International*.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. They are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why.

This is the information I found to help me improve my own interview knowledge system when I'm being told I need to do the process evaluation interview. Still, no any experience on that, and I know that these interview are very different from our day-to-day talk, so I need to understand the goals, purpose and the rules of evaluation interview, and how to get useful data from these interview.

Morgan, D. L. (1997). *The focus group guidebook* (Vol. 1). *Sage publications*.

This guidebook providing a general introduction to focus group research, Morgan includes the appropriate reasons for using focus groups and what you can expect to accomplish with them. He provides a brief history of focus groups, a discussion of when to use focus groups and why, and several brief case studies illustrating different uses of focus groups. The author covers the timeline and costs associated with focus groups, including a discussion of the ethical issues involved in focus group research. Thoroughly covering all the information to help you start your focus group project, this guidebook is appropriate for anybody beginning a focus group, as well as managers or clients who will be using focus groups.

Based on our evaluation plan, there is one section for us to conduct some focus group of refugee/newcomers' parents, and we need to know how much they get involved in school program provide by this grant and some other information that related to this program. We haven't work on that yet, but it's important for to known these knowledge earlier. This book is the resource I found that can help.

Sládková, J. (2014). "The guys told us crying that they saw how they were killing her and they could not do anything": Psychosocial explorations of migrant journeys to the US. *Psychosocial Intervention*, 23(01), 1-9.

This article examined undocumented migrant experiences on their journeys to the U.S. Tens of thousands of Honduran migrants leave their homes in hopes to provide better for their families from afar. In in-depth interviews, 21 migrants from Honduras share the events they endure as they cross Guatemala, Mexico and the borders that divide them. It conducted narrative analyses and specifically used the analytical tools of high points and poises to locate the most salient experiences the migrants narrated as well as identifying particular selves the migrants were presenting. The high points centered around the crossings of the Mexico-U.S. border, encounters with gangs and the police in Mexico, and travels on top of freight trains. Most of these events were highly charged with potential short and long-term effects on the migrants' health. In trying to make sense of their experiences, migrants presented themselves as heroes helping others, victims of the migration systems, good parents, or unaffected bystanders.

This article is a required reading for another class, but I thought it's very useful is because first, it's an article related to American refugees, second the data analysis method used in this article are very novelty, I thought it may be useful for my final report.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Miles and Huberman address the question of how to draw meaning from qualitative data by examining and discussing varieties of qualitative research and analysis of qualitative data. They discuss focusing and bounding the collection of data, early steps in analysis, within-case displays, cross-case displays, matrix displays, drawing and verifying conclusions, and ethical issues in analysis. They suggest qualitative research designs do exist, although some are more deliberate than others. This books helps me a lot in understanding qualitative data analysis.

Heller, K., & Monahan, J. (1977). *Psychology and community change*. Dorsey.

This insightful book provides a comprehensive survey of the community psychology approach to therapeutic intervention and prevention of behavioral disorders in the context of community population. I only read some pages of this book from website, for me, my practicum work do related to our major in a broad way, because all the work do related and need cooperation with community organization. Because community social psychology is a very complicated field, so when you see each work independently, sometime you don't think that this is the work in psychology field, and I try to find some article to help related my work to our CSP principle.

Syeda Nizami

All About Adolescent Literacy. (n.d.). Retrieved November 30, 2015, from <http://www.adlit.org/article/32116/>

This website talks about the different predictors of failure and success in high school. It also lists concerns and fears of students who are transitioning from middle school to high school. It emphasizes the need for support during this transitional period. It gives four recommendations to creating a successfully transitional program; resource allocation, fund programs that promote positive peer network development, educate families on the importance of the transitional period, and promote over-determining success. This website had many useful information about what a program should have to support students when they are transitioning from middle school to high school.

Alteld, C. (2015). Building high-quality work-based learning programs for high school students. *Techniques*, (1), 24.

This article focuses on applying work-based learning programs for high school students because it allows students to think about careers, learn new problem solving teaching, and get a chance to get some experience working. The article talks about the importance of aligning education and employment to give opportunities to students to experience real-life experiences instead of being stuck in a classroom all day. This article is important because my practicum helps students find employment and volunteer opportunities. It is important to recognize that employment is one of the ultimate goals of all students. Even though this article concentrates primarily on high school students, it could be applied to middle school.

Benner, A. (2011). The Transition to High School: Current Knowledge, Future Directions. *Educational Psychology Review*, 23(3), 299-328. doi:10.1007/s10648-011-9152-0

This article talks about the difficulties and changes that students go through the transitional period from going from middle school to high school. The article talks about the transitions from middle school to high school as being a difficult one and receiving less research attention. The article uses an organizational framework for interpreting and connecting the different findings relating to high school transition to provide a clearer picture of the challenges and difficulties.

This article is related to my practicum because it talks about the difficulties in finding resource about transitions because there is so many different findings relating to high school transition. This article is useful because it goes through different frameworks and talks about how to connect these findings to get a clearer picture of the entire situation. At my practicum, I was trying to find similar programs and research about high school transitions but it was really difficulty because they all talked about different things. This article helps connect different research and create a clear picture.

Bohnert, A. M., Aikins, J. W., & Arola, N. T. (2013). Regrouping: Organized Activity Involvement and Social Adjustment Across the Transition to High School. *New*

Directions For Child & Adolescent Development, 2013(140), 57-75.
doi:10.1002/cad.20037

This article talks about organized activities that buffer adolescent's social adjustment by implementing opportunities for visibility and peer affiliation. It talks about the different changes that take place during the transitional process. The QA maintains and establishes peer relationships during the transitional period. The article talks about the importance of continuous involvement in academic and community activities. The results showed that QAs are important for social and academic for the transitional process.

This article fits into my practicum site because it talks about getting involved in your school and community. At my practicum, the students have to complete 10 hours of community service to graduate which shows them the importance of getting involved in their community and giving back. It also talks about getting involved at your school. Whenever there are fundraisers, LCCPS always involves their students and parents. This article is helpful in terms of using the QAs and shows that continuous involvement is important for the transitional process.

Chapman, M. V., & Sawyer, J. S. (2001). Bridging the Gap for Students at Risk of School Failure: A Social Work-Initiated Middle to High School Transition Program. *Children & Schools*, 23(4), 235.

This article focuses on the bridging the gap for students that are at risk in school by creating a middle to high school transition program. The article highlights two important theories; the social bonding and ecological theory. It uses these theory to examine what effects the students when they are transitioning from middle school to high school. It talks about attachment, commitment, involvement, and beliefs. It uses the ecological theory to examine the different systems on different levels like parents or community help. The article goes onto talking about a Communities in School program is the largest stay in school initiative in the nation. The students from middle school got to have one on one meetings with the CIS teacher. During this time period, they received tutoring, counseling, participated in activities that promotes a healthy transition. The results of the study showed that students expressed satisfaction from the attending the program that was evidenced by their rate of attendance, participation, and willingness to finish the program. This article was important because it allows me to examine the transition period from two different points of view by applying the theories. It also allowed me to look at a different transitional program that uses very different methods from the program at my practicum.

Corsello, M., Sharma, A., & Jerabek, A. (2015). Successful Transition to High School: A Randomized Controlled Trial of the Barr Model with 9th Grade Students. Grantee Submission,

This article talks about the importance of the transition process when entering 9th grade. It talks about the merits of things that students have to cope with from developmental, academic, and structural changes that will challenge them when they leave their safe

haven of a school. It goes onto talking about different programs that have been implemented to help the transition programs. It also talks about the relationship between the teacher and student and what difficulties that they face during this process. This study uses the Building Assets Reducing Risk (BARR) model which is comprehensive model that addresses many things that range from developmental, academic, and structural challenges that 9th graders face. This model is built on resilience, educational, and developmental research that grounds the fact that school connectedness, school climate, learning environment, and positive relationships.

This article is useful to me because it allows me to examine all the different transitional programs that are in different locations. It also allows me look at the difficulties and challenges teachers and students face during the transitional process. It also used the BARR model which I think would be really useful at the high school transitional program at my practicum. It has enables me to research more about the BARR Model.

Davis, H., Chang, M., Andrzejewski, C., & Poirier, R. (2014). Examining relational engagement across the transition to high schools in three US high schools reformed to improve relationship quality. *Learning Environments Research*, 17(2), 263-286.
doi:10.1007/s10984-013-9148-4

This study focused on the changes in student' relational engagement during the transition to high school in three different schools to help increase the quality of student-teacher relationships. The study looked at three indicators of relational engagement from; perceived teacher press, perceived teacher support, and perceived sense of belonging. This article talks about the importance of teachers being involved and students having a need from the teachers to support and guide them through the transition. It talks about how teachers get empowered to make the change and get more involved in the transition process.

This article is useful to my practicum because it talks about the teacher-student relationship and how important it is during the transition process. AT my practicum, one of the problem is the lack of teacher involvement in the transitional program. The teachers are not really involved in the program at all but help out sometimes I think this article helps me think about why the relationship is important during the transition process and how teacher affects students during the process.

Education Commission of the, S. (2014). Moving Forward: Policies Supporting Transitions from High School to Postsecondary. Strengthening Student Transitions: An ECS Policy Analysis. *Education Commission Of The State*.

This article talks about the transition from high school to postsecondary and how to strengthen the transition by making the changes to the Education Commission of the States. It talks about middle school transition and how it is a pathway to high school and postsecondary studies. It also talks about the importance about the integrating and connecting policies in order to get families, students, employers, policymakers, and

institutional leaders to have a clear picture of the expected outcomes. The article talks about all the different ways that schools are implementing a clear navigation for students.

This article is going to be useful about my work at my practicum site because it talks about the problems that transition programs have at different levels. This is very useful because it shows the different programs that are available but that are not implemented at the schools. It also discussed the importance of connecting and integrating the policies to involve all the parties involved in the program.

Ellerbrock, C. R., Denmon, J., Owens, R., & Lindstrom, K. (2015). Fostering a Developmentally Responsive Middle- ToHigh School Transition. *Middle Grades Research Journal*, 10(1), 83-101.

This article is about a study that researchers conducted to examine how transitional program can foster a developmentally responsive middle to high school by addressing three areas of concern; academic, social, and procedural. The study is based on self-determination theory which highlights three psychological needs; relatedness, competence, and autonomy. The article goes onto talking about how transitional support programs are important to fostering a successfully transition from middle school to high school. This article is important because it explains why transitional programs are important and how they can help the student perseverance in high school when they are faced with different stressors. It is important to know the psychological needs of the each of the student.

Ellerbrock, C. R., & Kiefer, S. M. (2014). Supporting Young Adolescents' Middle-to-High School Transition by Creating a Ninth Grade Community of Care: Implications for Middle Grades Educators. *Middle School Journal*, 45(3), 3-10.

This article focuses the importance of supporting the transitional period from middle school to high school because it is one of the most difficult period for students. It highlights the importance of collaboration of educators between the two schools to promote a healthy developmental period for all students going through this period. It discusses different support programs for students. One support program is called small learning communities which tries to foster individual needs of students and trying to teach them new skills. As with the other article by Ellerbrock (2015) it applies the self-determination theory and stage –environment theory. The article makes recommendation by supporting the middle to high school transition by creating a ninth-grade community of care by learned that were learned by the students and suggestions made by middle school educators.

This article is important because it emphasizes the power of collaboration which creates a sense of community. By collaborating and creating different support groups, it helps create a sense of belonging and fosters the transition to be more successfully. This would be helpful to me in my practicum because me to understand how creating a sense of community can help foster a healthy transition.

Ellerbrock, C. R., & Kiefer, S. M. (2013). The Interplay Between Adolescent Needs and Secondary School Structures: Fostering Developmentally Responsive Middle and High School Environments Across the Transition. *High School Journal*, 96(3), 170-194.

This article focuses on the understanding the developmental responsiveness of middle school environment which plays an important part in fostering a successfully transition from one school to the next. It highlights the need to understand the individual's developmental needs of each student while keeping in mind the structure of the school.

The article call for attention the need for students, teachers, parents, and administrators to collaborate on making the transition successfully. This article states there is a lack of research on the interplay between adolescent needs and secondary school structure which can foster a healthy transition. This article fits in with my practicum because it emphasizes understanding the needs of the students and how the environment of the school can influence the transition.

EMAN, Y. (2013). Managing the Transition Process of Students from Junior High-School to High-School. *Review Of International Comparative Management / Revista De Management Comparat International*, 14(1), 71-85.

This article talks about the importance of the transition process and all the stakeholders that are involved in the transition process from junior high to high school. This article talks about the difficulties that parents, teachers, and students have to cope with during the transition process. This article focused on the country of Israel and the importance of transition programs. It also talks about how and what the high school can do to welcome students to the feeling of adjustment when they get into high school.

This article is useful to my practicum because it talks about the importance of the middle school transition program and it helps me relate the program to the program in another country. From reading this article, it seems like the problems that people encounter with transition programs are similar. It also talks about what the high school can do to have the students adjust to the environment.

Family Involvement in Middle and High School Students' Education / Family Involvement Makes a Difference / Publications Series / Publications & Resources / HFRP - Harvard Family Research Project. (n.d.). Retrieved March 21, 2016, from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-middle-and-high-school-students-education>

This article talks about the difficulties and risks that takes place during the transitional period. It goes into detail about parent involvement processes in adolescent. It also talks about how parenting styles affect student's achievement and their relationship. It talks about the importance about the merging of home and school relationship meaning having a connectedness would benefit the child's achievement. Lastly, it talks about the different ways that parents can help their children such as; homework management, educational implications, and facilitating parents' ability to monitor their adolescents' growth and progress.

This article is related to my practicum because it talks about parent involvement which is one of the problems that we have with the program. The program has a problem of lack of parent involvement. Another thing that I think that this article is helpful because it talks about how different parenting styles and how they affect their child's achievement and their relationships. This article makes you realize that every parent and child is different.

Gardner, L. N. (2015). The transition to high school: What matters to parents?. Dissertation Abstracts International Section A, 75,

This article talks about the transition from middle school to high school and how it affects parents, teachers, and students. This focuses on how parent involvement is important and how to gain better insight on the degree that parents make a difference in their child's achievement during the transitional process. This could help create a clearer and more successful pathway to transition. The study interviewed parents about their relationship with their child and what they thought about the transition process. The results showed that most parents said the transition from middle school to high school showed that their child has grown developmentally that has increased their sense of freedom and independence and has changed their relationship.

This article talks about the how important parent involvement in the transitional process. This study interviewed parents about their relationship with their children. This study showed that transition brings many changes in the lives of the children and parents. This is helpful because parent involvement is important in the achievement of their child's life.

Mac Iver, M. A., Epstein, J. L., Sheldon, S. B., & Fonseca, E. (2015). Engaging Families to Support Students' Transition to High School: Evidence from the Field. *High School Journal*, 99(1), 27-45.

This article discusses the challenges that families face during the transition from middle school to high school. The article focuses on whether children involve their families during the transition from middle school and high school. There is a relationship between the students who struggle during the first year of high school to the quality of outreach to families in the transition period. The study also talks about the declining parent involvement in their children's school from elementary to middle to High school. This article goes into detail about different programs do their outreach to the parents to get them involved, It also talks about how parent involvement affects the achievement of the children. Lastly, the article talks about what parents can do to outreach the parents to get involved.

This article would be really useful to me because it about the one of the biggest of problem at my practicum site. This article talks about how parent involvement and how it affects the children's achievement. It talks about ways to outreach to the parents to get them involved.

Mason, W. A., Fleming, C. B., Ringle, J. L., Thompson, R. W., Haggerty, K. P., & Snyder, J. J. (2015). Reducing risks for problem behaviors during the high school transition: Proximal outcomes in the Common Sense Parenting trial. *Journal Of Child And Family Studies*, 24(9), 2568-2578. doi:10.1007/s10826-014-0059-5

This article was about a study that involved the Common Sense Parenting (CSP) which is training program which is used on families and students with low income that are going through the transition process from middle school to high school. It focuses on how to steer youth from risky behaviors before they enter high school. This study focused on parenting skills and child emotion regulation. This is important when you are looking at transition programs that involves both parents and children. This programs shows increased parent perceptions on their child being ready for high school. This program is done at an early stage in the transition program and shows how important that change would be to the rest of the programs that usually starts at the end of high school.

This article is really useful to me because it talks about why the program should start from an early stage. It also shows that parents should be involved in their children's lives during the transition process because it affects them emotional. In my practicum, we don't talk about the risky behaviors that children could get into before they enter high school to adjust to the environment of high school which I think is important. The high school transition programs should aim to decrease risky behaviors before entering high school.

Radcliffe, R. A., & Bos, B. (2013). Strategies to Prepare Middle School and High School Students for College and Career Readiness. *Clearing House*, 86(4), 136-141. doi:10.1080/00098655.2013.782850

This article focuses on the discouraging rate of career and college readiness among adolescents. This article presents five goals and eight strategies that have engaged in to promote career and college readiness. The program focuses on helping students build upon their academic perceptions, beliefs, and strategies. When examining strategies, they are talking about positive personal achievement and goal orientation. They examine goals closely, they discuss promoting college perceptions, academic performance, and stronger perseverance when they are in high school.

This is important to know the issues that freshmen in high school face when you are working with children who are going to be transitioning to high school. It is also important to know what we can do continue support these students as they move onto high school. At my practicum site, we want to create an alumni program where we are going to continue to work with the students that transition from LCCPS to support them while they are going through high school.

Roybal, V., Thornton, B., & Usinger, J. (2014). Effective Ninth-Grade Transition Programs Can Promote Student Success. *Education*, 134(4), 475-487.

This article focuses on the issues that ninth graders when they transition from middle school to high school. It suggests that high school has a completely different environment from middle school in terms of school atmosphere, expectations, structure, and culture. It discusses the factors that would make the transition successfully from middle school to high school. The article looks at sense of belonging, roles of educators, and structures within the educational system that might create a sense of belonging for the students. It also provides information about the different issues that students face when they are transitioning, examines different transitional programs by looking at the characteristics, and make recommendations.

This article fit with my practicum at Lowell Community Charter Public School (LCCPS) because I have been working on understanding the issues that these children who are transitioning from middle school to high school are going through. This article allows me to look at other transitional programs and make recommendations for improvements. By reading and understanding this article, I have found that I am finding myself understanding the struggles that these children go through.

Suldo, S. M., & Shaunessy-Dedrick, E. (2013). Changes in Stress and Psychological Adjustment During the Transition to High School Among Freshmen in an Accelerated Curriculum. *Journal Of Advanced Academics*, 24(3), 195-218. doi:10.1177/1932202X13496090

This article talks about the stressors that students face when they enroll in the accelerated coursework in high school. This study takes into account the stress and psychological stressors that high school students face. The article discuss the reasons as to why schools have the accelerated programs for students and how it affects them socially. It elaborates on the stressors that students face when they transitioning to high school ranging from complex social networks to relationships with the teachers. The results of the study showed that students who participate in the accelerated curriculum programs showed higher levels of stress and psychological issues. These are things that need to be address when the transitional period is taking place.

This article helps me to understand what types of stressors that students who are participating in the accelerated curriculum are going through. In my practicum, many of the students are being encouraged to apply for the Latin Lyceum. It is helpful for me to understand the different types of stressors that they will face to incorporate some of these factors before they go to high school.

Uvaas, T., & McKeivitt, B. C. (2013). Improving Transitions to High School: A Review of Current Research and Practice. *Preventing School Failure*, 57(2), 70-76. doi:10.1080/1045988X.2012.664580

This article reviews the current research on the transition from the junior high to high school and the effects it has on the students. There are three areas of concern that this article; academics, procedural, and social. It goes into details about the different areas of concern and how it effects the students as they are transitioning from middle school to high school. This article goes onto talking about current transition practices. It examines many different transition practices and find common practices in those programs. The three transitional practices involves giving the students a tour of the school, having the educators from both school meet, and having the counselors from both school meet. The area of concern that this article highlighted was these transitional practices only use one of the approaches to involve the students when the transition effects them the most significantly.

This article fits into what I am working on in my practicum because it talks about the areas of concerns students face when they are transitioning from middle school to high school. It also talks about the current transitional practices and what is wrong with the current practices. It also gives recommendations about how to improve these transitional programs.

Charlotte Wilinsky

Chrisman, S. P., Quitiquit, C., & Rivara, F. P. (2013). Qualitative study of barriers to concussive symptom reporting in high school athletics. *Journal of Adolescent Health, 52*(3), 330-335.e3. doi:10.1016/j.jadohealth.2012.10.271

The authors, all affiliated with the Department of Pediatrics at the University of Washington, explored factors that encourage and discourage high school athletes' reporting of concussion symptoms. This study is important to the field of concussion safety as it represents one of the first qualitative studies examining why athletes might not report concussions. Participants in the study came from a convenience sample of high school athletes on varsity football and soccer teams in a certain region in Seattle. The fact that a non-random sample was used, and specifically one that only encompassed two sports from a limited geographic location, means that the results may not generalize to all athletes. Professional moderators used standardized scripts to lead focus groups with the participating athletes of each respective team. The focus groups discussed four athletic scenarios involving concussions, though the word "concussion" in any form was not used in the scenarios. The standardized script is a strong feature of the study since it better ensures consistent delivery across focus groups. Additionally, refraining from using the word "concussion" is another strong part of the study as it prevented biasing athletes during the focus groups and made capturing their responses to symptoms possible. Findings revealed that athletes are aware that concussions are dangerous but most would continue to play with symptoms of a concussion for a variety of reasons. It is very important to note that the findings revealed that responses differed by team, and the key factor seemed to be the coach. This finding differs from previous research and suggests that coaching staff is an avenue ripe for attention in terms of improving concussion

reporting, which the authors discuss. This article is relevant to my practicum work because I am working on a safe concussion reporting environment project, and I will be sure to focus at least part of my project on coaches.

Kerr, Z. Y., Register-Mihalik, K. J., Kroshus, E., Baugh, C., M., & Marshall, S. W. (2015). Motivations associated with nondisclosure of self-reported concussions in former collegiate athletes. *The American Journal of Sport Medicine*. Advance online publication. doi: 10.1177/0363546515612082

The authors are all researchers in the areas of health, sports, injuries, and exercise. The purpose of this cross-sectional study was to examine the frequency of retired college athletes who did not disclose sport-related concussions and to discern self-reported motivations for not reporting these concussions. Participants were former athletes who competed at an NCAA Division I southern university. The limited and non-random sample from one university is a weakness of the study because it inhibits generalizing the findings. The study utilized an online questionnaire that asked participants to retrospectively report on perceived concussions they had suffered while competing in their sport. The fact that athletes were only reporting on perceived concussions means some of them might not have met diagnostic criteria, which is something to note when interpreting the results. An additional question asked about motivations for nondisclosure of concussions. The retrospective nature of the study means that intervening factors between the time of the injury and participation in the study may influence findings, which the authors note. The authors found that 33.2% of the participants reported an undisclosed concussion, and former football players were the group with the highest percentage of undisclosed concussions. The motivations behind not reporting across the sample included not wanting to leave the game or practice, not wanting to disappoint the team, not realizing it was a concussion, and not believing it was serious enough to report. The findings of this study related to lack of knowledge about concussions are in line with the findings of previous studies. Perceived pressure was also influential in nondisclosure. Based on this, the authors conclude that the way contextual factors influence reporting is an important area to study, and, to that end, they recommend that the socioecological framework should be applied in future studies.

This study adds to the field because it is one of the first to examine nondisclosure using a group of retired college athletes of both sexes and from more than 20 sports. The use of both sexes and many different sports is a strong feature of the study. Additionally, the authors claim that their findings may positively influence public health campaigns that aim to increase disclosure of concussion symptoms. This article is relevant to my practicum work because I am working on a safe concussion reporting environment project, and this article has further illuminated nondisclosure motivations that I will target in my project. Additionally, this article has inspired me to employ the ecological model in my project.

Miyashita, T. L., Timpson, W. M., Frye, M. A., & Gloeckner, G. W. (2013). The impact of an educational intervention on college athletes' knowledge of concussions. *Clinical Journal of Sport Medicine*, 23(5), 349-353. doi:10.1097/JSM.0b013e318289c321

The authors, researchers in human performance and education at universities in Colorado, examined whether education about concussions could improve college athletes' knowledge about concussions and increase reporting of concussions. To do this, the authors had a convenience sample of 70 NCAA Division II soccer and basketball players complete a pre test, undergo an educational intervention in the form of a lecture, and then complete a posttest at the end of their athletic season. The use of a convenience sample and no control group are weaknesses of the study. The authors specifically say they didn't have a control group for ethical reasons, but they could have used a wait list control group, for example, as a more ethical option. Additionally, they claim that their posttest was meant to show if the education increased participants' knowledge and approach to concussions; however, the study was not a controlled experiment so causation cannot be determined. This means that even if knowledge and approaches improved, it can't be certain that the educational intervention is responsible. Nevertheless, the authors did establish content and construct validity of their pre- and posttest, which is a strong point of their research. Additionally, the educational lecture was the same across all participants, so this is at least one thing that was held constant. The authors found that posttest scores were significantly higher than pretest scores, suggesting that participants had improved knowledge and approaches to concussions. Additionally, some of the participants' seasons were not over until approximately 6 months after the educational intervention and thus their improved posttest scores reflected long-term maintenance of the knowledge. This long-term retention is the authors' most important contribution to the field as this is one of the few studies where this is demonstrated. The authors do eventually comment, however, on the inability of their study to determine the cause of these findings. Additionally, this study does not examine if participants' actual reporting behaviors improved. This article is relevant to my practicum because it suggests education may be an important starting point to create a safe concussion reporting environment, and therefore I plan to include an initial educational component in my project in this area.

Register-Mihalik, J. K., Linnan, L. A., Marshall, S. W., McLeod, T. V., Mueller, F. O., & Guskiewicz, K. M. (2013). Using theory to understand high school aged athletes' intentions to report sport-related concussion: Implications for concussion education initiatives. *Brain Injury*, 27(7/8), 878-886. doi:10.3109/02699052.2013.775508

The authors, all researchers in diverse subspecialties related to health and athletics, examined the effects of psychosocial determinants from the Theory of Reasoned Action and Planned Behavior (TRA/TPB) on intentions to disclose concussions; this study is the first to apply the TRA/TPB to the area of concussion reporting, thus the application of this theory makes for a very worthwhile study. The authors used the TRA/TPB to create a cross-sectional survey to look at factors that contribute to intention to disclose symptoms of concussions. The questionnaire was first pilot tested and internal consistency was established, which are strengths of the study. Participants, 167 high school athletes, completed the questionnaire; however, the low response rate makes response bias an issue, and football players were overrepresented which could also bias the results. The authors claim that their independent variables were the constructs of the TRA/TPB,

including attitude, subjective norm, perceived behavioral control, and intention. Labeling these as “independent variables” could be considered controversial since they did not perform an experiment. Labeling them as “predictors” may have been a better option. The authors found that attitude, subjective norm, and perceived behavioral control were all related to intention to disclose a concussion, and attitude and subjective norm had the strongest influence on intent to disclose symptoms of a concussion. Intention was correlated with less participation in sports when experiencing concussion symptoms, though intention may not always translate to disclosing behaviors. Based on their findings, the authors conclude that concussion educational programs should concentrate on improving attitudes and beliefs about concussions, including those of athletes, coaches, and parents. On a broader level, they urge the use of a multi-level intervention aimed at increasing concussion disclosure, and they advocate for using the socioecological framework in this regard. This article is relevant to my practicum work because it has provided me with a theory, the TRA/TPB, to note in my safe concussion reporting environment project, as well as provided further research on factors that influence reporting concussions. Additionally, the authors discuss ways to apply the socioecological framework to increase concussion disclosure, something that I plan to thoroughly utilize in my project.

Stirling, A. E., & Kerr, G. A. (2009). Abused athletes' perceptions of the coach-athlete relationship. *Sport In Society*, 12(2), 227-239. doi:10.1080/17430430802591019

The authors, faculty members of physical education and health at the University of Toronto and key researchers in the area of abuse in sport, examined the coach-athlete relationship and how abused athletes, specifically former elite female gymnasts and swimmers, perceived this relationship. The authors are very clear about why they chose elite athletes and why they chose the sports of swimming and gymnastics to focus on, and this clarity is a strong point of their study. There were only 9 participants, however, which is a very small sample and thus a weakness of the study. Semi-structured interviews were conducted with the participants, and the authors were very careful to take ethical considerations seriously given the difficult topic of these interviews. Semi-structured interviews were an appropriate methodological choice as they allowed the coach-athlete relationship to be explored in depth, and participants had the chance to tell their story; however, their retrospective nature means that bias associated with recall may be an issue. The findings are organized into multiple themes and sub-themes, including power of the coach, how such power affected the athletes' experiences of abuse by their coach, and how such power prevented athletes from reporting the abuse. As related to the coach, instances of control, authority, manipulation, and taking the place of the parental figure were evident across the main themes. The authors also discuss various ways to intervene and prevent such abuse in sport.

The power of the coach is a theme evident across the limited research on abuse of elite youth athletes, and this study adds to this research by demonstrating specific ways in which the coach's power affected the athletes' experience of abuse and their capacity to disclose the abuse. This article is relevant to my practicum work because one of my areas of focus is abuse of athletes. More specifically, I used this article to write a web article

for my organization on the power of coaches and how this makes athletes vulnerable to abuse.

Stirling, A. E., & Kerr, G. A. (2013). The perceived effects of elite athletes' experiences of emotional abuse in the coach–athlete relationship. *International Journal of Sport & Exercise Psychology*, 11(1), 87-100. doi:10.1080/1612197X.2013.752173

The authors, faculty of kinesiology and physical education at the University of Toronto, conducted an exploratory study to expand upon and specify the effects of emotional abuse on the athlete in the coach-athlete relationship. They add to the field by employing aspects of grounded theory to provide a comprehensive look at the effects of emotional abuse. This thorough examination of emotional abuse is a strength of the study. The authors conducted open-ended interviews with 14 former elite athletes. This sample is small and represents a weakness of the study, and the authors note that the athletes' elite status may influence the findings. Additionally, the retrospective nature of the interviews should be noted. The authors organize their findings into three main categories: perceived psychological effects, perceived training effects, and perceived performance effects, with subcategories for each category. Notably, some participants highlighted what they perceived as positive effects of their coach's emotional abuse. Rationalizing abuse in this way is very troubling and is evident in other studies as well, further highlighting the need for protection of athletes. This article is relevant to my practicum work because my work on abuse of athletes is especially focused on emotional abuse. More specifically, I used this article to highlight the effects of emotional abuse in an informational packet for a pilot study on safeguards in sport that my organization conducted. I especially highlighted the perceived training and performance effects to hopefully gain the coaches' and parents' attention.

Vachon, D. D., Krueger, R. F., Rogosch, F. A., & Cicchetti, D. (2015). Assessment of the harmful psychiatric and behavioral effects of different forms of child maltreatment. *JAMA Psychiatry*. Advance online publication. doi:10.1001/jamapsychiatry.2015.1792

The authors, all researchers in psychology and child development at a variety of universities, conducted an observational study of over 2000 low-income children who participated in a research summer camp program. About half the children had a history of documented abuse or neglect, and analysis took place from 2013-2015. Based on their findings, the authors offer a perspective on child maltreatment that they claim may change how relevant stakeholders conceptualize the issue. Specifically, they found that different forms of child maltreatment have equivalent, broad, and universal effects, which they conclude challenges traditional assumptions about maltreatment, including the nonequivalence assumption, the specificity assumption, and the nonuniversality assumption. At least some prior research in the child maltreatment field has similar findings, however, so they should better integrate their work with existing research. Additionally, further research is needed before their findings as a whole can be confidently implemented in practice. This article is relevant to my practicum work because my focus on abuse of athletes necessitates looking at child maltreatment research

broadly. Additionally, I used this article to create a web article for my organization's website.

Verhagen, E., & Bolling, C. (2015). Protecting the health of the @hlete: how online technology may aid our common goal to prevent injury and illness in sport. *British Journal of Sports Medicine*, 49(18), 1174-1178. doi:10.1136/bjsports-2014-094322

The authors are international researchers focused on health and sports injuries. They analyze and outline how eHealth technology can be used and implemented, and they discuss possibilities that eHealth solutions bring to exercise medicine and physiotherapy. A strength of their analysis is that they provide a realistic overview that includes both advantages of eHealth tools, such as the ability to obtain data continuously and in real time, and disadvantages, such as the fact that it may only reach certain people who are comfortable with such tools. These points are very important to the emerging use of technology in health-related fields. Another strong point of their analysis is that the authors repeatedly bring up the very important issue of making sure quality information, specifically evidence-based information, underlies any kind of technology tool utilized. This paper also focuses on the use of social media and social marketing specifically, and they discuss the power of social media to raise awareness. This makes the paper especially relevant to my practicum work as I am devising a social media campaign related to concussion awareness as part of my safe concussion reporting environment project, and I will consider the general and specific information the authors provide.

Verhagen, E., Voogt, N., Bruinsma, A., & Finch, C. F. (2014). A knowledge transfer scheme to bridge the gap between science and practice: An integration of existing research frameworks into a tool for practice. *British Journal of Sports Medicine*, 48(8), 698-701. doi:10.1136/bjsports-2013-092241

The authors are international researchers focused on health, sports medicine, and sports safety. They outline the Knowledge Transfer Scheme (KTS), which brings together research frameworks into a usable format that connects research knowledge and practical information. This is an important addition to the sports medicine field because there is a critical need to bridge research and practice. KTS includes five steps that embody top-down and bottom-up approaches to knowledge transfer; these steps are: problem statement, evidence synthesis and description, knowledge transfer group, product development, and evaluation. The authors describe these steps in quite abstract terms, so providing examples would have made it more accessible to the reader. A strength of KTS, however, is its inclusion of the athlete's voice and both top-down and bottom-up approaches. In general, this article is very in line with community psychology as it focuses on prevention, multiple levels of analysis, and problem definitions and the impact they have. More specifically, this article is relevant to my practicum work as I am studying and devising ways that my organization can improve their knowledge transfer through social media and other means.

Zhang, J., Brackbill, D., Yang, S., & Centola, D. (2015). Efficacy and causal mechanism of an online social media intervention to increase physical activity: Results of a randomized

controlled trial. *Preventive Medicine Reports*, 2, 2651-2657.

doi:10.1016/j.pmedr.2015.08.005

The authors, affiliated with the Annenberg School of Communication at the University of Pennsylvania, examined which aspect of social media, specifically promotional messaging or peer networks, can increase exercise. To that end, they used a randomized controlled trial, which is a strong aspect of their research. The participants were 217 graduate students, though the fact that they were all graduate students means the findings may not generalize to the broader population. The participants were randomly assigned to a control condition, a media condition, and a social condition. The control condition consisted of a basic version on an online program where participants could enroll in exercise classes. The media condition was the basic online program plus promotional messaging each week, while the social condition was the basic online program plus an anonymous network of other participants where everyone's enrollment in classes was visible. The authors examined how many classes participants enrolled in and, as a secondary outcome, self-reported exercise. This secondary outcome of self-reported exercise is vulnerable to the usual limitations of self-report, such as social desirability. They found that participants in the social condition enrolled in significantly more classes as compared with participants in the control condition and enrolled in more classes than those in the media condition. Additionally, by the end of the 13 weeks of the exercise program, participants in the social condition reported exercising by doing moderate activity for significantly more time than those in the control condition.

This study adds to previous work on social media and health behaviors by isolating individual social media strategies to identify which, specifically and independently, increases physical activity. Additionally, the study highlights that promotional messaging and social networks may work in different areas and can be used together to increase physical activity. This article is relevant to my practicum work because I am broadly looking at how social media can be used to enhance health and youth sports safety, and I am also applying this information to concussion safety. I will use the findings of this study to inform the social media piece of my safe concussion reporting environment project.

Gray, D. O., Jakes, S. S., Emshoff, J., & Blakely, C. (2003). ESID, dissemination, and community psychology: A case of partial implementation? *American Journal of Community Psychology*, 32(3), 359-370.

The authors are researchers at a variety of universities in the southern United States. They review the Experimental Social Innovation and Dissemination (ESID) model with special attention to the dissemination piece of it. They label the dissemination stage as a critical part of the model. The authors highlight four levels of dedication to dissemination, including advocacy, activism, research, and experimental research. The authors' main objective was to assess how much the field of community psychology has utilized the ESID's dissemination piece. Specifically, they performed content analyses of textbooks, published articles, conference papers, and they surveyed the curriculum of relevant PhD programs. They found that the dissemination piece of ESID has only been partially utilized in the field; in particular there is some proof of a dedication to dissemination

advocacy and activism, but there is not much proof of dedication to dissemination research. The authors discuss some possible reasons for this, including lack of funding and the reward structure of academia. They also discuss what this means for the ESID model and community psychology more broadly.

This article is strong in its clear and informative evaluation of the use of a model by the field of community psychology. It is very accessible and seeks to improve the field, and it realistically outlines the barriers that have prevented dissemination research. Additionally, it doesn't seem that the way in which it does this would make community psychologists defensive. A weakness of the article is that perhaps it could provide more concrete examples of what dissemination looks like. This article is relevant to my practicum work because dissemination is something we are struggling with and this article illuminates some key points that could help us, which I will explore in my reflective practice presentation. Additionally, this article illuminates some possibilities about why the Texas pilot project was not very successful.

Hazel, K. L., & Onaga, E. (2003). Experimental social innovation and dissemination: The promise and its delivery. *American Journal of Community Psychology*, 32(3-4), 285-294.

The authors are affiliated with Metropolitan State University and Michigan State University, which has a training program for the Experimental Social Innovation and Dissemination (ESID) model, respectively. They review the beginnings of the ESID model and discuss its place in community psychology. They also summarize some research that utilizes the model, previewing articles in this special issue of the journal. Specifically, their review includes discussing the responsibilities of the ESID researcher, social innovation and the corresponding experimental evaluation, and dissemination. The authors' overall conclusion echoes Gray et al. (2003): dissemination is underutilized and ESID is not being employed fully overall. The major strength of Hazel and Onaga (2003) is that they thoroughly discuss ESID and its values in the context of community psychology, meaning their article ends up being an excellent review of core community psychology ideas, with an emphasis on social change in line with the ESID model. This inventory of the ESID model and where it stands now in relation to community psychology is their most important addition to the field. There are no clear weaknesses of the article, but perhaps one could be that they occasionally refer to a story (Brookins, 2003) to make various points, which I thought was distracting. This article is relevant to my practicum work because the ESID model could positively inform our concussion intervention, and, more specifically, its design and implementation with teams, which is something I will discuss in my reflective practice presentation.

Kroshus, E., & Baugh, C. M. (2015). Concussion education in U.S. collegiate sport: What is happening and what do athletes want?. *Health Education & Behavior*. Advance online publication. doi: 10.1177/1090198115599380

The authors specialize in research, pediatrics, sports medicine, and health policy. They examined and summarized the content, facilitator, and delivery method of current concussion education presented to college athletes in the United States, which are all important additions to the field. The sample of their study included NCAA affiliated

athletic trainers and NCAA athletes; however, the trainers did not treat the athletes included. The athletic trainers and athletes took two different surveys. Another very important addition and strength of this study is that, as part of the athlete's survey, the authors directly inquired about the athletes' preferences regarding concussion education, giving the athletes a voice. Additionally, the questions on the athletes' survey were crafted in such a way as to empower the athletes, another major strength of the study. The authors found that athletic trainers most often provided the education and the format was most often a meeting or lecture. Information presented mostly included symptoms, reporting importance, and management guidelines. They found that athletes wanted their athletic trainer to deliver the education, but they would also like coaches and doctors to participate. Additionally, they found that athletes had certain preferences related to content and delivery. Specifically, these included lectures and videos that are thorough in the information presented. Notably, the findings showed differences between actual and preferred delivery format. The findings inform concussion education for athletes, including the importance of asking the athletes themselves.

A weakness of the study is that its findings can't be generalized due to its non-random and limited sample. Additionally, athletic trainers and athletes were recruited differently: athletic trainers were recruited much more broadly while athletes were recruited from a limited region of the country. This is a limitation when comparing the current versus preferred education. This article is relevant to my practicum work because we are using it to inform our concussion intervention. We are especially inspired by the way the study asks athletes directly about their preferences regarding the concussion education they receive.

Kroshus, E., Baugh, C., & Daneshvar, D. (2015). Content, delivery, and effectiveness of concussion education for US college coaches. *Clinical Journal of Sport Medicine*. Advance online publication. doi: 10.1097/JSM.0000000000000272

The authors are experts in the field of child health and behavior and sports medicine, including an affiliation with the Center for the Study of Traumatic Encephalopathy at Boston University School of Medicine. They examined the fraction of college coaches whose institutions provide them with concussion education every year, as well as if education correlated with greater knowledge regardless of other characteristics of the coach or institution. Additionally, the authors aimed to summarize the content and delivery method of the education. To do these things, they used a cross-sectional design and administered an online survey to college coaches representing each of the three NCAA divisions. Specifically, they mostly asked about education and knowledge related to concussions. They found that two-thirds of coaches reported that their institution gave them informational materials about concussions. The content most often covered was symptoms and appropriate management of concussions; however, there was much variation in content, as well as delivery method, overall. Additionally, coaches who were educated by their institutions were superior at identifying symptoms and more careful in terms of concussion management, though the effect size for these differences was quite small. It is a strength of the study that the authors acknowledge this small effect size and discuss what this means clinically and practically, and, more broadly, discuss different

possibilities that may explain their results. They also found that male coaches of certain male contact sport teams appeared to have the most dangerous responses to concussions.

This study adds to the field because it emphasizes the importance of coach education, but highlights that a new approach could be more effective. A limitation of the study is its non-random sample, which hinders generalization of the results. Additionally, the authors claim the study's external validity is a major limitation. Related to this, it was not possible to determine whether the person completing the survey was actually the coach who had received the recruitment email. Additionally, the authors admit that some of the questions were not specific enough and social desirability could have biased responses. This article is relevant to my practicum work because it highlights the issues with current concussion education for coaches and identifies ways we can improve in this area.

Kroshus, E., Baugh, C. M., Daneshvar, D. H., Stamm, J. M., Laursen, R. M., & Austin, S. B. (2015). Pressure on sports medicine clinicians to prematurely return collegiate athletes to play after concussion. *Journal of Athletic Training*, 50(9), 944-951. doi:10.4085/1062-6050-50.6.03

The majority of the authors of this study are professionals in the areas of behavioral science and sports and health science, while the rest are researchers in the medical field. This study examines pressure clinicians who treat college athletic teams feel to return concussed athletes to practice before they are medically ready. More specifically, the authors examined clinicians reporting to their athletic department and those reporting to medical institutions, and female and male clinicians. They examined perceived pressure on these clinicians, which was their main outcome, from athletes, coaches, and other clinicians at the school. A major weakness of the study was that "pressure" was never defined. The authors sent an email to all NCAA schools inviting their sports medicine clinicians, who were athletic trainers and physicians, to participate in a survey about approach to concussions at their schools. The fact that survey items were created based on previous research on pressure and conflicts of interest in athletic medicine settings is a strength of the study; however, the self-report nature of the survey means that biases may be present. An additional weakness is the fact that an email was sent to all NCAA schools because it means random selection was not employed, and those schools that responded could be systematically different from those that did not, which Kroshus et al. (2015) note. They found that clinicians that report to the athletic department felt more pressure from coaches than those reporting to medical institutions. Female clinicians also reported feeling more pressure from coaches, while male and female clinicians felt similar pressure from other sports medicine professionals and athletes. Years of experience on the job also affected perceived pressure. The authors do a good job of using higher levels of analysis through highlighting the need for change in policy and at the institutional level to reduce this pressure and thus better ensure concussion safety for collegiate athletes.

This study is the first quantitative investigation of the pressure facing these clinicians and so it is an important addition to the field that can inform interventions in this area (Kroshus et al., 2015). This study is relevant to my practicum site because my

organization's current major focus is on concussion safety, and one specific element of this is addressing the pressure around nondisclosure of concussions and returning to play, which Kroshus et al. (2015) explicitly address.

Kroshus, E., Garnett, B. R., Baugh, C. M., & Calzo, J. P. (2015). Engaging teammates in the promotion of concussion help seeking. *Health Education & Behavior*. Advance online publication. doi: 10.1177/1090198115602676

The authors are all affiliated with institutions focused on health, behavior, and sports medicine, and many of the institutions are particularly focused on pediatrics. The authors examined whether there is a relationship between beliefs about the repercussion of continuing to play with a concussion and intentions to proactively act as a bystander in urging teammates to report concussion symptoms and seek treatment. In focusing on bystanders, it is a strength of the study that the authors discuss Latane and Darley (1970) and their bystander intervention framework. Building on this framework, the authors highlight that there are modifiers at the group level (or the microsystem level) that are important to consider when looking at bystander intervention on athletic teams. This also represents an important addition to the field as it is the first research to look at the role of teammates in this way as related to preventing concussed athletes from continuing to play. Specifically, participants in this study were male and female athletes at four colleges in the northeast; it is a strength of the study that female athletes were equally included. The athletes did not play for the schools deemed the most competitive by the NCAA. The participants filled out a survey meant to assess their beliefs about continuing to play with concussion symptoms, intentions about acting as a proactive bystander, and team reporting norms. Notably, many of the questions were adapted from Rosenbaum and Arnett's (2010) work.

The authors found that athletes who thought that there were dangerous consequences to continuing to play with a concussion were significantly more likely to intend to urge teammate reporting and seeking treatment (i.e., intervene as a bystander in one way); however, they were not more likely to tell a coach or other appropriate person. Also, athletes who thought that their teammates viewed concussion safety positively were more likely to intend to act proactively as a bystander and urge teammates to seek help. Perceived team reporting norms moderated the relationship between knowing playing with a concussion is dangerous and intervening as a bystander.

Weaknesses of this study include the fact that only intended – and not actual – behaviors were captured, which Kroshus et al. (2015) note, and survey responses were subject to bias. Also, the generalizability of the results is questionable since, for example, the sample was so limited. The study is relevant to my practicum work because it offers a key recommendation to consider for our safe concussion reporting environment project: bystander intervention amongst teammates, which we are utilizing. Additionally, we will also adapt Rosenbaum and Arnett's work for our questionnaires related to this project.

Kroshus, E., Garnett, B. R., Baugh, C. M., & Calzo, J. P. (2015). Social norms theory and concussion education. *Health Education Research*, 30(6), 1004-1013.

The authors represent experts in diverse fields related to the issues of interest in this study. They broadly explored the usefulness of correcting norms regarding concussion reporting to increase reporting. Specifically, the authors examined whether perceived team norms related to reporting of concussions are more dangerous than objective team norms. They also examined whether safer perceived concussion reporting norms are correlated with safer intentions to report concussions. Collegiate athletes playing for four New England colleges participated in this study, though a limitation of the study is that participants were selected from only one region of the United States as this hinders generalizing the results. The participants filled out in-person surveys that asked about perceived reporting norms of their team. These questions were adapted from Rosenbaum and Arnett's work on attitudes toward concussions, which is a strength of the study. My practicum site also adapted Rosenbaum and Arnett's work for our safe reporting project. The survey also asked about the participants' own attitudes toward concussion reporting, as well as intention to report. The mean of individuals' attitudes toward concussion reporting represented the team's objective reporting norms. Misperception of team norms was also calculated. A limitation of using a survey was the fact that it did not examine actual reporting behaviors. The authors found that participants misperceived team concussion reporting norms, believing they have safer attitudes than their team members, supporting an approach that corrects norms, which is an important addition to the field. The authors state that the discrepancy between perceived and objective norms was of a moderate size. Based on their findings, they conclude that through correcting misperceptions reporting of concussions should improve. They also discuss when a social norms approach is appropriate and the limits of such an approach, which is another strength of their study.

Besides the specific way previously mentioned, this article is relevant to my practicum work because it highlights several additional ideas and recommendations that I will share with my supervisor to inform our safe reporting environment project. For example, the authors discuss the possibility of larger contextual factors hindering concussion reporting, such as scholarships, which definitely fits with higher levels of analysis and represents another strength of the study.

Kroshus, E., Garnett, B., Hawrilenko, M., Baugh, C. M., & Calzo, J. P. (2015). Concussion under-reporting and pressure from coaches, teammates, fans, and parents. *Social Science & Medicine*, 134, 66-75. doi:10.1016/j.socscimed.2015.04.011

The authors have a wide range of qualifications, including public health, medical, and athletic backgrounds. They examined the pressure athletes face from several sources to keep playing after a head impact and how this pressure affects intention to report concussions. Male and female college athletes playing for northeastern schools participated in the study, answering a variety of different survey questions. The authors found that more than 25% of the sample had faced pressure from one or more sources measured to keep playing after a head impact during the prior year. Additionally, they found that athletes who faced pressure from parents, coaches, teammates, and fans were significantly more likely to intend to keep playing after a head impact, and therefore not report, than athletes who had not experienced pressure stemming from various sources, or

pressure just from coaches and teammates. This study adds to the field by demonstrating that concussion interventions need to address the system in which athletes are situated and that influence their decision-making and actions. This addition to the field is very much in line with community psychology and also informs my organization's concussion reporting intervention. Based in part on this article, our intervention includes the sources of potential pressure examined in this study, and we also utilize some of the questions the authors asked participants.

A strength of the study is that the authors go beyond the individual level and acknowledge the importance of the athlete's environment and contextual influences, and the necessity to target their environment in interventions. Related to this, the authors also highlight that studying the stakeholders in the athletes' environment as a network, rather than in isolation, is important. Another strength of the study is that valid measurement instruments were used as much as possible. Additionally, the authors discuss both direct and indirect pressuring of athletes. Limitations of the study, which the authors discuss, include its cross-sectional design, which the authors say interferes with drawing conclusions about causality. Additionally, the retrospective nature of the study may hinder accuracy of the data, and pressure was assessed using general questions, which may miss nuances of the construct. Finally, the limited sample hinders generalization of the results.

Seidman, E. (2003). Fairweather and ESID: Contemporary impact and a legacy for the twenty-first century. *American Journal of Community Psychology*, 32(3-4), 371-375.

The author is affiliated with New York University. He reviews the history of the Experimental Social Innovation and Dissemination (ESID) model, including the visions of its founder George Fairweather. Seidman emphasizes Fairweather's humanitarian stance and the timelessness of his model. Seidman then discusses how the papers in this special issue of the journal illustrate different aspects of the ESID model, reviewing some examples of programs that have followed the model. Additionally, Seidman discusses how research on dissemination is lagging behind. The historical background Seidman provides on the ESID model is a strength of the article, and his assertion about the timelessness of the model is an important addition to the field. However, when Seidman branches off and starts talking about other ideas of Fairweather's it seems a little scattered, which could be considered a weakness of the article. This article is relevant to my practicum work because it informs how we should design and implement our concussion intervention; it provides many things to consider when working with the athletic teams who will participate in the intervention. Additionally, I will explore the ESID model, and especially the dissemination piece, in my reflective practice presentation.

Sullivan, C. M. (2003). Using the ESID model to reduce intimate male violence against women. *American Journal of Community Psychology*, 32(3/4), 295-303.

The author is a member of the psychology department at Michigan State University. Sullivan (2003) begins by reviewing the Experimental Social Innovation and

Dissemination (ESID) model as a productive way to utilize social science to influence public policy and social change. The article then outlines how the ESID model was successfully employed to inform an intervention addressing intimate partner violence, specifically violence against females. A collaborative approach, one which included survivors of intimate partner violence, defined the experimental intervention and was one of its greatest strengths, in addition to its ecological approach. Specifically, the intervention centered on using paraprofessionals to work with abused women as advocates, including advocating in the community to secure resources and to garner social support for the women, meaning, more broadly, advocating for improved community response to abused women, another strength of the intervention. Additionally, the intervention included a control group after much consideration. Participants were women involved with a domestic violence shelter program in the Midwest and they were interviewed before, during, and after the intervention. Findings showed that the intervention had positive effects, including long-term effects stemming from increased social support and available resources, and the author credits the intervention's success to following the ESID model.

This intervention, at the time, was the only longitudinal and experimental intervention combating violence against women, adding to the field and setting the stage for high quality interventions and evaluation of them. Additionally, another major strength of the author's work is that the intervention was expanded and disseminated, and the EDIS model was adhered to in order to scientifically assess the effectiveness of the expansions over time. However, there are several limitations to the intervention as well. All the participants had lived at the same shelter for abused women, and they were similar in demographic features as well. Therefore, the author concludes that generalization of the findings is limited to similar people. Another potential limitation was that advocates were undergraduate students with limited training and working for academic credit. This article is relevant to my practicum work as we are continually seeking ways to create interventions that are effective in the community and that the community buys into; this includes the SmartTeams work in Texas and the current concussion intervention. Principles of the ESID model could positively inform our work in this area, which is something I will explore in my reflective practice presentation focusing on this model.

Elizabeth Gebben

Barreto, M. E., Ryan, M. K., & Schmitt, M. T. (2009). The glass ceiling in the 21st century: Understanding barriers to gender equality.

Women are underrepresented in the upper echelons of organization. Barreto and colleagues look at the United States, Canada and Europe to go beyond social commentary, anecdotal evidence and raw statistics to explain and offer remedies. Subtle barriers to women's advancement to and success in leadership positions is a major focus, for example women being recruited for positions with a high risk of failure. Barreto and colleagues found obstacles associated with breaking through the glass ceiling include nuanced forms of gender stereotyping, tokenism, and sexual harassment. Effects of affirmative action and family-friendly policies are also examined and given practical

solutions at the level of organization (affirmative action), the work group (diversity management), and the individual (cross-cultural networking).

Barreto and colleagues give women readers viable suggestions for making career choices and thriving in hard-won positions attained. With a female chancellor this research brings a good understanding to how the College Town Initiative will or will not prosper. The work of Chancellor Moloney is powerful; however, looked at with a fine tooth comb. There are more females than males working on this initiative in the power positions; therefore, the glass ceiling is very prominent when making successful programs and events in making Lowell a truly successful college town.

Berkes, F. (2009). Evolution of co-management: role of knowledge generation, bridging organizations and social learning. *Journal of environmental management*, 1692-1702. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0301479708003587>

Berkes focuses on the importance of co-management and co-operation among successful partnerships from local to international. Bridging organizations can provide an open discussion and interaction where sharing information and knowledge on similar topics will become successful for all. Success among co-management partnerships to Berkes includes, accessing resources, bringing together different stakeholders, building trust, resolving conflict and networking. Social learning to Berkes is one of the most important aspects of cooperation of partners as well as a major outcome of working together. Joint problem solving and reflection of new and old knowledge will allow partners to deal with problems at a larger scale.

Co-management is a large part of building a successful Town Gown relationship. As Berkes states the interaction between both partners in reflection and problem solving is crucial in solving issues at larger scales, which is what Lowell and UML would like to do. Successfully so far the stakeholders span a large range allowing both Lowell and UML to develop in their social learning ventures.

Boydell, K. M., & Volpe, T. (2004). A Qualitative Examination of the Implementation of a Community-Academic Coalition. *Journal Of Community Psychology*, 357-374. Retrieved from <http://eds.a.ebscohost.com/ehost/detail/detail?sid=65636a90-e0f0-474f-9719-cadc29c1f978%40sessionmgr4005&vid=0&hid=4108&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=2004-15576-001&db=psyh>

Boydell and Volpe's main focus on coalition building is surrounded by community-academic alliances with participant observation and in-depth interviews. They found five essential dimensions to consider in developing a successful community-academic partnership, (membership, structures, leadership, communication, and funding). Boydell and Volpe discussed each of the five aspects not being new to coalition building; however, obtaining perspectives of members allows researchers to understand specific experiences in the process of implementing small and large scale initiatives. Boydell and Volpe want to present a community-academic collaboration as one model on how to

minimize the apparent distance between the two and move toward a long term successful partnership.

All five of Boydell and Volpe's dimensions are needed in developing positive and long term College Towns. Each aspect can also be found in one way or another within long term College communities. Specifically for Lowell and UML they have all, yet falter on both membership and communication. I believe UML and Lowell can find this research helpful when obtaining ideas, and insight from both community members and University student, faculty and staff through their various surveys and projects. With membership and communication in the gray area for Lowell and UML, we can utilize Boydell and Volpe's concepts to bridge disagreements and/or lack of support or even misconceptions around College Towns.

Bruning, S. D., McGrew, S., & Cooper, M. (2006). Town-gown relationships: Exploring university-community engagement from the perspective of community members. *Public Relations Review*, 32(2), 125-130.

Bruning, McGrew and Cooper suggests an increasing number of colleges and universities have developed strategies for community engagement. The engagement; however, has been one-sided in that colleges and universities send students, faculty and staff members into the community. The study sought to broaden the definition of community engagement by exploring the benefits that can be accrued by a university when community members are encouraged to explore the cultural, intellectual, athletic and artistic benefits that are provided in college and university campuses. Results showed that community members who have attended a campus event in the past six months have a more favorable impression of the university than those who had not attended an event.

It has been suggested that the community of Lowell should interact more closely with the students and faculty of the University of Massachusetts Lowell on the campus of the school rather than in the community. Because of this, my own work is to help in making more university focused events and resources known to townspeople, in hopes they will find the university a more comfortable entity. The university has multiple service learning, internship, and volunteer experiences in the city of Lowell; however our own survey results show the townspeople lack in embracing the university and students as a whole. Bringing the community to campus can help bridge the college town gap even more than just sending students into the community.

Gann, J.L. (2010). Beyond the research park. *Economic Development Journal*. 39-48. Retrieved from <http://search.proquest.com/docview/759548531?accountid=14575>

After almost half a century following WWII, the higher education system is showing signs of vulnerability within the University structure. According to Gann, there also appears to be new opportunities surrounding college towns which will lead them to become even stronger economically. Gann looks past the research and job creation from Universities and begins to look deeper into what services Universities have that benefit the community. Outside of a developing relationship between community and University, Gann places emphasis on marketing college towns as a place to vacation and a steady

source of medical services (where universities are associated with hospital). Gann also, places emphasis on more than one department of the University working together to improve the service for community members, keeping in mind cost and location.

Gann's perspective is not one I would have thought about at first in regards to a College Town Initiative; however, after thinking about Gann's arguments I can understand his points. Even though UML and Lowell do not have a strong medical connection between students and community work, there is still several areas that UML and Lowell exceed. Lowell already has an advantage with a vacation spot for its historical past thrives downtown bringing newcomers on a constant basis. UML, on the other hand, has a strong connection with service learning throughout the University system, which can be connected to Gann's ideas of Universities lending service to community members.

Gann, J.L. (2011). *The third lifetime place: A new economic opportunity for college town.*

The biggest question Gann asks in his book is whether or not Universities need to do better. As the only book on College Towns from an economic perspective (the other being academian based) and with his outsider view, he sees beyond the academic box of opportunities to solve challenges within college towns. Calling it the Third Lifetime Place because first is our home and second is our workplace. Third Lifetime is the place we settle into later in life; where we potentially retire. The Third Lifetime Place is not associated with life's regular responsibilities but serves as a retreat from everyday stress. Gann places emphasis on four important stakeholders in developing the Third Lifetime Place: college, local government, business community and student. With a main argument that college communities have been a single-purpose company town, similarly to towns built around steel or auto plants, all four stakeholders are needed to succeed.

Taking Gann's perspective in stride a college can obtain a greater student body, parents, alumni and investors, which in turn can gain greater local support for the college as a wider range of residents and businesspeople benefit from the institution. Seasonal work and single industry can expand within the business community because of a larger population. With an expansion of work, students will find better part-time jobs including non academic related work. The question for my own work is not how to make and continue Lowell as a college town, but how to make Lowell into a new Univer-City? Change Lowell from a simple college town into a Third Lifetime Place.

Gann, J.L. (2011). Rethinking college towns. *New Geography Journal*. Retrieved from <http://www.newgeography.com/content/002583-rethinking-college-towns>

The growth of a college town is under scrutiny by Gann, who states a College Town is becoming an oxymoron even though they continue to thrive in both good economic times and bad. As the average debt of college students rises exponentially, Gann discusses the prospect of a job isn't even in the picture, let alone a place to live outside of mom and dad's. Because of this, students are opting for a faster track, which includes online and distance learning options from Universities. With less students on campus itself, Gann places emphasis on the reinvention of College Towns. The economy of the city and

neighborhood outside of the campus are at a greater challenge. To Gann, the key to improving the “new” College Town is marketing and how to market the town and University together; not only appealing to future students but retirees as well.

As Gann stated the new College Town is directed by the support of the community and to what degree it’s citizens accepts the University’s growth/ expansion. Without the community support a University is simply a school in the middle of a town. Having noted some backlash from Lowell citizens regarding UML expansion, it is important to take note of Gann’s new marketing ideas as well as his belief in gaining as much support of the community. It could be said without a University the corner barber or late night hole in the wall pizza place would become extinct. Those places exist in Lowell, and fueled by UML students.

Gumprecht, B. (2006). Fraternity row, the student ghetto, and the faculty enclave. *Characteristic residential districts in the American college town. Journal of Urban History* 13(1). 231-273. Retrieved from <http://juh.sagepub.com/content/32/2/231.short>

Gumprecht notes the unusual demographic characteristics of college towns and the social differences that exist within student populations, which have led to distinctive types of residential districts in college communities. In a qualitative study of Ithaca, New York, as an example, this study examines the origins and evolution of three districts commonly found within college towns: Greek-housing (“fraternity row”), the student rental area often known as the student ghetto, and the faculty enclave. Gumprecht explains by combining the three districts helps to make the American college town a unique type of urban place specific to each University across the country.

Even though Gumprecht looks specifically at Ithaca, New York it is still beneficial for Lowell and UML in their economic expansion of a college town. Throughout the year it has been said to take another University’s plan and apply it to UML and Lowell. In taking Gumprecht’s work, we can improve the off campus student housing market and make sure to dismantle student ghettos. Because UML does not have a fraternity row, like Gumprecht mentions, that area can be overlooked for the time being. As we know from the Downtown Initiative survey, faculty are also less likely to be living within the limits of Lowell, meaning Gumprecht’s idea of faculty enclaves is not a big issue. This means we look at student housing, an intricate part of bringing more students to UML and to Lowell and overall helping the economic growth of both parties and building a stronger long lasting college town.

Gumprecht, B. (2007). The campus as a public space in the American college town. *Journal of Historical Geography*, 33(1), 72-103.

The campus serves as both an environment for learning and a public space. This, Gumprecht found to be especially true of campus located outside big cities, because metropolitan institutions often face significant security concerns and demand for their

facilities. Campuses in smaller cities, Gumprecht also found, tend to be more open and inviting, and help to make the college town a distinctive type of urban place.

Even though the administrative members working on the College Town Initiative shy away from comparing and contrasting what Lowell has and does not have in regards to being a productive college town, Gumprecht's work is incredibly useful. His findings of what smaller cities utilize in being a productive college town can in fact be implemented to a larger city. There is however, going to be a need for modification and adjustments of those working on the projects, but this process has been used multiple times and can be implemented in Lowell if only the members will allow.

Gumprecht, B. (2010). *The American college town*.

The college town is a unique type of urban place, shaped by the sometimes conflicting forces of youth, intellect, and idealism. The hundreds of college towns in the United States are, in essence, an academic archipelago. Similar to one another, they differ in fundamental ways from other cities and the regions in which they are located. Gumprecht examines in depth various characteristics that make them unusual. In eight thematic chapters, he explores some of the most interesting aspects of college towns—their distinctive residential and commercial districts, their unconventional political cultures, their status as bohemian islands, their emergence as high-tech centers, and more. Each of these chapters focuses on a single college town as an example, while providing additional evidence from other towns.

As the first book to look at every aspect of the college town, Gumprecht's work is incredibly helpful in every aspect of making Lowell a thriving college town. Each chapter details a different aspect, looking at the ups and downs of developing it and how to keep it going to decades to come. In addition, Gumprecht's realism on how ideas do and do not work for certain economic and populated regions allows myself and others working on the College Town Initiative to determine if our own ideas will in turn work well here in Lowell and for UMass Lowell.

Hsu, M. K., Huang, Y., & Swanson, S. (2010). Grocery store image, travel distance, satisfaction and behavioral intentions: Evidence from a Midwest college town. *International Journal of Retail & Distribution Management*, 38(2), 115-132.

Hsu, Haung and Swanson studies the interrelationship among grocery stores and travel distance in college towns. The travel distance is positively related to satisfaction of college students is found to be substantially greater than whether or not the campus has a small store. This finding suggests that retailers can overcome the distance disadvantage generally felt by students living on college campuses. To the students surveyed, the size of the store was of no consequence, yet the supply was an important factor thus a reason students find other stores to buy the majority of their goods at.

In bigger towns, Lowell respectively, there is sometimes a lack resources within a good walkable, safe distance for students to buy their weekly needs. As a way to resolve this issue many universities encourage major stores, such as Walmart and chain clothing stores to develop pop up locations directly on campus. Umass Lowell has a small convenience store on East campus, call the Pod; however, this store's prices are much higher than the normal store resulting in students spending needed money. Pop up stores are not just developed for student; the city members in walking distance can also utilize its resources just like any other resources are available at the school.

Kelly, A. C., Zuroff, D. C., Leybman, M. J., & Martin, A. (2011). Leaders' and followers' social rank styles interact to predict group performance. *Social Behavior And Personality*, 963-978. Retrieved from <http://eds.a.ebscohost.com/ehost/detail/detail?sid=6f3ebc77-c027-4b06-9f97-3efbf1a51ec4%40sessionmgr4003&vid=0&hid=4108&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=2011-21309-010&db=psyh>

Kelly and colleagues examined individual differences use of dominant leadership, coalition building and self-advancement when securing rank. Most specifically, Kelly and colleagues looked at how each of those aspects influenced group performance of both leaders and followers. Groups of four undergraduate students were to write articles under a randomly assigned leadership of one group member. Hierarchical regression found that leaders with high self-advancement, group performance was weak. When coalition building was low, as well, Kelly and colleagues found high self-advancement to be true. Leadership, however, when high in coalition building, group performance was stronger. Overall, Kelly and colleagues suggested four social domains in which successful group performance could occur (attachment, reciprocity, social dominance and coalition groups).

Leaders and followers, at first glance, doesn't go with College Towns, but I believe there is still a hierarchy among Universities and communities when bridging the gap to make successful collaborations. Leadership styles among those in charge could determine a great deal regarding long term success. Kelly and colleagues' work on group performance could allow me to better understand meetings and general interactions between city members and University members involved in the College Town Initiative.

Martin, L. L., Smith, H., & Phillips, W. (2005). Bridging "town & gown" through innovative university-community partnerships. *The Innovation Journal: The Public Sector Innovation Journal*, 10(2), 1.

Martin and colleagues state that historically, universities and their surrounding communities have failed to work cooperatively to address common problems. This has begun to change, at least in part due to a shift from an old government paradigm to a new paradigm. The new paradigm encourages innovative partnerships between the government sector, private sector, and non-profit sectors in order to harness the collective strengths of all partners. Creativity, organizational improvement, and knowledge building

remain integral to the concept of building university-community partnerships. A governance paradigm encourages a synergistic partnership and the strengths of each partner.

For the College Town Initiative, a governance paradigm would be ideal. The University of Massachusetts Lowell holds its own strengths as does the city of Lowell itself. The university holds the student body, employment opportunities; the city holds a historic background, diversity. Together the city and the university hold an opportunity for growth. In my own work for the College Town Initiative, the type of synergistic partnership Martin and colleagues suggest for success would be beneficial for UMass Lowell and the city of Lowell and I can help it along with community and university involvement in one another's events.

Mayfield, L. (2001). Town and gown in America: Some historical and institutional issues of the engaged university. *Education for Health Change in Learning & Practice*, 14(2), 231-240.

In the United States, an engaged university is a descriptive term for linking the different perspectives of university and community partnerships in higher education. Mayfield looks at how history in the U.S. higher education system is in the religious founding, the establishment of the land-grant system of colleges and the expansion of the mass education system. The development of community-based disciplines, dates back to the settlement house movement in America, provides support for collaborations among universities and communities. Mayfield's results suggest that some faculty and administrators support community based academia, others are more critical and do not see it supporting the strategic interests of their institutions or disciplines. Supporting the engaged university at an institutional level, Mayfield claimed meant changing the way the academy operates and including community concerns into teaching and administrative decisions.

When developing a collaborative college town, hearing and working with the community is a high priority. In survey results, many UMass faculty and staff expressed lack of knowledge about Lowell, in addition to lack of support in community-based curriculum. With the majority of the city of Lowell very much in support of Lowell, developing community-based work is an important aspect of the College Town Initiative. Developing a positive collaboration is time consuming and difficult at times, yet an important for both the city and the University.

Miller, D. C. (1963). Town and gown: The power structure of a university town. *American Journal of Sociology*, 432-443.

Miller studied the power structure of a university town by repetitional and issue history techniques, which shows that business and governmental institutions and associations dominate education as the most influential agencies when resolving community issues. However, most universities are the largest employer and contains a very highly educated leadership involvement. Miller found that in most cities, the university is well represented in community affairs by its university officials, but the faculty are underrepresented.

Faculty was found to be more commonly engaged in state, national and international leadership roles than in local community participation where the university is located.

Similarly to Miller's findings, in Lowell, the majority of faculty and staff of the university, from our survey results lack in participation within the city. In college towns the university provides educational services and athletic and cultural entertainment while the town furnishes economic goods and political leadership. Lowell and UMass Lowell are not different in this respect, except how the university and townspeople go about their interactions. The staff and faculty who engage in service learning or volunteer experiences with students are the ones who at UMass Lowell are engaged with the community; however, it is a goal of the College Town Initiative and Chancellor Moloney to engage the departments who don't.

Mizrahi, T., & Rosenthal, B. B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles and solutions. *Social Work, 46*(1), 63-78. doi:10.1093/sw/46.1.63 Retrieved from <http://eds.a.ebscohost.com/ehost/detail/detail?sid=a990d3e1-ab71-4ea4-bb69-379e59613d47%40sessionmgr4003&vid=0&hid=4108&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#AN=2001-16507-004&db=psyh>

Research formulated from Sociology of social movements and interorganizational relations within coalition dynamics, operations and outcomes is reported by Mizrahi and Rosenthal. Forty coalitions specified under social change organizations were studied, and leaders responded to a 600-item survey questioning the organizational goals, strategies and tactics, membership, commitment and resources. In addition, Mizrahi and Rosenthal surveyed on resources, leadership style, decision making, overall structure and success over failure among the forty coalitions. Examining both external and internal factors for success, Mizrahi and Rosenthal, found all leaders to agree more than disagree that it takes strong support of both. Most specifically, the study found leaders of all forty coalitions agreed upon: community support, consciousness of issue, attaining longevity, and creating lasting networks.

I have believed and continue to believe it takes both strong internal and external support to maintain a successful long standing Town Gown relation. With two influential leaders within Lowell, it is worthwhile to examine their own styles and how they embrace the support and lack thereof when regarding a College Town Initiative. Knowing there is lack of support within the University and the community, I am interested in figuring how Mizrahi and Rosenthal work can help influence engagement of support by leaders.

Mohr, J., & Spekman, R. (1994). Characteristics of partnership success: partnership attributes, communication behavior, and conflict resolution techniques. *Strategic management journal, 15*(2), 135-152.

Partnerships between firms is a way for one or both to find and maintain a competitive advantage over the other. Mohr and Spekman's research sought to understand the partnership formation of working relationships and partnership success. They hypothesized that partnership attributes, communication behavior, and conflict resolution

techniques are related to indicators of partnership success (satisfaction of relationship). Partnerships between manufacturers and dealers is tested with results indicating that primary partnership successes are: commitment, coordination, and trust. Communication quality and participation; and the conflict resolution technique of joint problem solving are secondary partnership successes.

The University of Massachusetts Lowell is one entity and the city of Lowell is another; Mohr and Speckman's research and findings coincide with my work in the College Town Initiative as both UMass Lowell and the city work in a partnership to make a successful college town. Both parties need a strong communication channel as well as conflict resolution skills to build their respected sides of the partnership. Parts of the University want to know what the city is doing to build their side and vice versa for the city. The competitive edge for many city people to keep the University at bay enables the University to combat with their own competitive edge in growing further.

Vandegrift, D., Lockshiss, A., & Lahr, M. (2012). Town versus Gown: the effect of a College on Housing Prices and the Tax Base. *Growth and Change*, 43(2), 304-334.

Vandegrift and colleagues investigated whether the presence of colleges increase housing prices and the tax base. Colleges provide cultural and recreational amenities to the surrounding area but lifestyle choices of students may create negative externalities that increase property prices. Colleges are exempt from property taxes. While the property tax exemption reduces the tax base, the amenity value of the college may cause more development what land is remaining in the community. Vandegrift and colleagues found that the presence of a college is associated with house prices that are about 11 percent higher. The results also suggested that small colleges have the largest effect on house prices and the positive effect on house prices disappears once the college enrollment reaches about 12,500 students. The study also concluded that the effect on house prices is stronger for four-year colleges (14 percent higher) and the determining factor is whether and to how much the university is residential. The effect of a four-year college on the tax base is stronger (about 32 percent) than the effect of a community college.

With the University of Massachusetts Lowell expanding their on campus housing market, Vandegrift and colleagues work showcases just how that change can be brought to the city of Lowell as a whole. Because universities are tax exempt, it brings a greater stress on the town itself. In a suggestion, my work brought to the city manager as well as the chancellor is to instead of expanding many residential hall to cover surface area, they should be looking to cover height. This in turn will bring notice to where the university is exactly located but also value the townspeople and their space. By building up instead of out, the university steps on less feet.

Zakocs, R. C., PhD., Tiwari, R., M.P.H., Vehige, T., M.A., & DeJong, W., PhD. (2008). Roles of organizers and champions in building campus-community prevention partnerships. *Journal of American College Health*. 233-41. Retrieved from <http://search.proquest.com/docview/213071729?accountid=14575>

Zakocs and colleagues emphasise within their research a campus-community partnership can be effective for launching strategies to prevent college problems. The study's primary aim was to identify any key factors that facilitate or impede a college's efforts to build a campus-community partnership. The study concluded three interrelated factors facilitated a partnership: college staff assigned to facilitate the partnerships and work as community liaisons, high level college administrators serve as companion, and community initiation and support of the partnership. Zakocs and colleagues found when a lacking of administrative support occurred it was more difficult for success within in the partnership as well as a college administrator who staunchly advocated for any campus-community partnership was not as supportive of student relations within the community. The overall conclusion found within this work was that colleges should encourage and appoint high level administrators, while ensuring a partnership to apply community organizing skills.

One of the stereotypes behind a college town being students ruin the community with their parties and outlandish behavior; however, Zakocs and colleagues prove partnerships on both ends help foster a cohesiveness and communication. With this work in conjunction with the Community Relations downtown survey, we can begin to encourage and enhance the administrative/professor network and partnerships in getting students to participate more frequently in the community. At the same time this work in conjunction with the downtown survey, we can encourage community offices to foster partnerships with work study, volunteer etc. experiences given to students on campus. By doing all of this, the College Town Initiative can develop further and become more productive overall.

Zúñiga, X. (2003). Bridging differences through dialogue. *About Campus*. Retrieved from <http://eds.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=dde46baf-6a46-45d0-8bbd-649d62a42bc%40sessionmgr115&vid=1&hid=122>

Zúñiga discusses in her work the importance of intergroup dialogue among students with varying gender, race and ethnic backgrounds. As an important aspect of Zúñiga's work, she emphasises intergroup dialogues to encourage direct encounters and exchanges about contentious issues, especially those associated with issues of social identity and social stratification. Even though each dialogue group on campuses will have its own tailored program, Zúñiga names sustained communication, critical social awareness and bridge building as three main aspects to the intergroup approach. In addition, the article emphasises four stages for a successful intergroup dialogue: Stage 1. Creating an Environment for Dialogue, Stage 2. Situating the Dialogue: Learning About Differences and Commonalities of Experience, Stage 3. Exploring Conflicts and Multiple Perspectives: Dialoguing About "Hot" Topics, Stage 4. Moving from Dialogue to Action: Action Planning and Alliance Building. With use of all four stages, Zúñiga explained intergroup dialogue can promote honest and informed conversations about group differences.

Even though Zúñiga's work looks at student intergroup dialogues, it can be broadened to workplace (UML offices) and community (Lowell offices) work. Just as students

experience different outcomes have come away with particular factors from the exercise that most impacted them, we can take the four stages and implement them into dialogue between the City of Lowell and UMass Lowell. The encouragement of direct encounters and face to face exchanges would be better suited for both parties of the College Town Initiative. As in the past, a great deal of dialogue occurs via phone, social media services, and email. All aspects that do not foster, according to Zúñiga positive intergroup dialogue and problem solving abilities. This work may be a step in a positive direction to foster better communication and successful working relationships among both the City and UML, but also among differing groups within UML.

Sean McCaffery

Allen, L. (2000). The urban poor. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 933-936). *New York, NY: Kluwer Academic/Plenum Publishers.*

In this text Allen gives a brief review of the changes in social view of poverty in the United States as it transitioned from a rural to an urban society following the Civil War and examines the current implications for community psychologists' research and action. Allen gives particular emphasis to the most recent poverty policy initiative that was transpiring during the creation of this article. Specifically, he describes President Clinton's 1996 Personal Responsibility and Work Opportunity Reconciliation Act that replaced existing public policy with Temporary Assistance to Needy Families (TANF). The TANF stipulated that benefit recipients could only access this service for no more than five years over a lifetime, a work requirement except for those that had young preschool-age children. The idea being that welfare recipients would be more motivated to get a job and become financially self-sufficient, even though the scarcity of entry-level jobs, absence of affordable childcare, and research showing that even entry-level job attainment may not change outcomes for children and families do not necessarily support this opinion. Importantly, the TANF also delegated more power to state governments with some federally imposed requirements. Allen concludes that because of this, "the national landscape of poverty and its many correlates (e.g. health indicators, educational statistics, crime and violence figures) may be altered." In his discussion in regard to community psychologists, Allen states that they should conduct research that can provide answers that seek to address the mechanisms by which structural factors that are affected by changes in policy actually sustain the existence of a poor population, and thus utilize this information to develop theory and policy to improve the lives of the poor.

Community Teamwork is situated within its own social ecology. At the macro-level the work that the organization does is affected by laws and policies from the federal government, state, and city. Allen's article details just how much of an effect these creations or changes in policies can have on the social landscape and thus the organization. Thankfully, organizations such as CTI have also moved into the public policy sphere and partnered with other organizations to voice support and take action for the causes that they care so deeply for. This affords them the opportunity to create or impede change in the opposite direction; to support or present policy that they believe

will aid in their work or obstruct and prevent policy they believe will harm their work or worsen conditions. The relationship is reciprocal and a critical aspect in order to gain a deeper understanding of the work being done, issues being addressed, and the context they are engulfed in.

American Psychological Association. (n.d.) Psychosocial factors & homelessness [Fact Sheet]. N.P.: n.p. Retrieved from www.apa.org/pi/ses/resources/publications/homelessness-factors.aspx

This reference contains condensed information and research directly from the American Psychological Association in regard to psychosocial factors and homelessness. In addition to clarifying the organization's definition of homelessness, this fact sheet contains a wealth of information. According to this fact sheet, before the United States faced a debilitating recession in 2008 the majority of citizens that became homeless were extremely poor. After the 2008 recession there was a significant increase in loss of housing among blue-collar workers and the middle-class. During this time it was shown that 42% of the homeless population were African American, 39% were Caucasians, 13% Latinos, 4% Native Americans, and 2% were Asians. This document also declares that the most distinct structural deficiency in regard to addressing this issue is the high demand for low-income, affordable housing and the country's limited supply which in turn further strained impoverished people and forced them to “compete” for affordable housing.

An overabundance of information is presented in this resource. Community Teamwork (CTI) works directly with the homeless population and the data presented here are exceedingly relevant. As a student studying psychology and working as a practicum student for CTI, to have the APA address this issue and provide valuable input is advantageous. The APA has provided a definition for homelessness that aligns with the clientele of CTI. It is also interesting to note the demographics of the population that has become homeless after the recession of 2008 includes a considerable amount of people that were once considered middle-class and/or blue-collar as well as the racial disparities in the current homeless population. This is all information that is vital to myself as someone who is learning about this issue firsthand and CTI as it represents those they are serving. Perhaps most illuminating is the statement in regard to the structural deficiency of our society in providing low-income affordable housing to those in need. This is a predominant complication in the work that CTI does which has been explained to me since starting at the organization. It also illustrates the systemic relationship between these stakeholders and the need for change to take place across multiple levels of analysis.

Aubry, T., Cherner, R., Ecker, J., Jette, J., Rae, J., Yamin, S., Slyvestre, J., Bourque, J., & McWilliams, N. (2015). Perceptions of private market landlords who rent to tenants of a Housing First program. *American Journal of Community Psychology*, 55, 292-303.

This study sought to glean insight into the experiences of landlords that rented housing units to participants in a program that provides people experiencing homelessness with

housing. Researchers used qualitative interviews with 23 landlords who rented to such individuals. Findings displayed that financial and pro-social reasons motivated landlords to rent to individuals in the program. Additionally, it was shown that landlords held a wide range of positive, neutral, and negative perceptions of tenants and specific problems were identified (e.g. disruptive visitors, conflict with other tenants, poor upkeep of units, etc.). In all, the study showed that landlords perceived program tenants as mostly good tenants and not unlike other tenants that are not involved in housing programs.

Community Teamwork has many interactions with landlords in the city in hopes that they will provide housing for their clients and sustain the partnerships they already have. Maintaining a strong relationship and rapport with these landlords is very important to CTI. As such, landlords are key stakeholders in the work that CTI performs and constitute a crucial element in the dynamic between CTI, their clients, and the mutual goal of sustainable housing.

Bernstein, J., McNichol, E.C., Mishel, L., Zahradnik, R. (2000, January). Pulling apart: A state-by state analysis of income trends. Washington, DC: *Center on Budget and Policy Priorities/Economic Policy Institute*.

This reference is a comprehensive report published in 2000 that examined income data in the United States from the late 1970s to the late 1990s. The report produced a myriad of findings. Income disparities were found to be significantly greater in the late 1990s than they were during the 1980s for most states. Nationwide, from the late 1970s to the late 1990s, the average income of the lowest-income families fell by over 6%, and the average income of the middle fifth of families grew by approximately 5% while the average income of the highest income fifth of families increased by over 30%. Additionally, the authors report that income inequality increased in all states but four over the last two decades, and that the disparities between the incomes of high and low income families are substantial with families in the highest 20% income distribution earning 10 times more than those in the poorest 20%.

This reference provides a bleak outlook for the impoverished population. As income inequality is shown to be a consistent and ever-widening trend, the potential clientele that CTI works with may grow, and continue to do so if not quelled. This is of course problematic for CTI not only because it's the issue that they are trying to prevent, but because there is already a lack of resources for CTI's clientele and much competition for the resources that are available. This will only add strain to the organization and those seeking aid; it seems that they are fighting an uphill battle.

Cattaneo, B. L., & Goodman, A. L. (2014). What is empowerment anyway? A model for domestic violence practice, research, and evaluation. *Psychology of Violence*, 5(1), 84-94.

The researchers in this article review the relation of the idea of empowerment to domestic violence programs. They then present what they name as the Empowerment Process Model and how it can be used to guide and develop metrics for research and evaluation, and inform best practices for domestic violence programs. The authors describe empowerment in this model as, "a meaningful shift in the experience of power attained

through the social world, and describes the process of building empowerment as an iterative one, in which a person takes action toward personally meaningful goals; draws on community supports, skill, knowledge, and self-efficacy to move towards those goals.” The authors then present a newly created scale based upon the Empowerment Process Model for researchers to apply.

Community Teamwork is home to SSTAP, or the Scattered Sites Transitional Apartment Program. This particular program offers a safe haven to victims of domestic violence by providing temporary transitional housing and resources, with goal of assisting these families attain self-sufficiency and move on to permanent housing. As per my practicum work at CTI, I was tasked with researching measures for the SSTAP program to utilize for their clients. The measure they sought was one that could assess self-determination. Attempting to frame this issue within the theories of community psychology, I happened upon this research and discovered that it might be more apt to satisfy the request from the program as it accounts for both the psychological and the contextual. SSTAP has decided to take on this measure and hope to pilot the scale in the near future.

Freire, P. (2014). *Pedagogy of the oppressed*. New York, NY: Bloomsbury Academic.

This oft cited text written by Paulo Freire, and first published in 1968, expounds upon Freire's ideas in regard to oppression and liberation utilizing the lenses of philosophy, politics, and education. A comprehensive foray into the breadth and depth of this text are beyond the scope of this summation. However, central to Freire's offering is the idea of developing a critical consciousness/awareness in the oppressed as a key to liberation. Under his theory, the oppressed suffer from the problem of the “fear of freedom” due to the fact they are engulfed in a situation of oppression. In order to remedy this, Freire describes, oppressed people must be able to see outside themselves, understand their situation, and begin to think about their world. This can occur with a new type of education that creates a partnership between the teacher and the student, and empowers the student to enter into a dialogue. This allows for the development of a critical consciousness/awareness of reality within the oppressed that results in thought and action. In Freire's words, this is the process of reclaiming humanity, or becoming “humanized”. Freire proposes problem-posing education as an effective alternative to traditional forms of education. This encourages critical thinking in students, the opportunity for teachers and students to enter into a partnership and dialogue, and mutually arrive at conclusions to problems.

Within Community Teamwork's mission statement they describe themselves as a “catalyst for social change” and that they strengthen communities and reduce poverty by “collaborating with key stakeholders” to create housing, education, and economic opportunities. In my view the ideas set forth in *Pedagogy of the Oppressed* are exceedingly relevant and applicable to CTI's mission. Case managers can adopt the teacher-learner position when working with their clients to better meet their needs, understand their complex contextual realities, and empower these individuals and families to develop a critical awareness and take action, rather than merely presenting information, although important, and/or prescribing courses of action. In a broad sense, if the organization works collaboratively and engages the population they serve in dialogue

the benefits can be abundant. By facilitating partnership and dialogue staff, clients, and the community at large can be better educated on the lived experience of homelessness in their community. Problem-posing can help resolve or better understand many situations such as fighting among clients that share or live at the same residential sites (a common issue). The application of these ideas can help clients/homeless realize that they can mutually assist and cooperate with each other. This trust and cooperation can lead to an increased sense of power through which clients can take action. Activities such as creating a program-based newsletter (something we're currently working on), planning meetings, organizing for protests and other methods to raise awareness and facilitate social change are all actions arrived at through a critical dialogue that can "liberate" this "oppressed" population. CTI has the opportunity to create a setting where these "individual problems" have the ability to emerge as a commonality between clients that can be used collaboration and collective action towards change.

Lynch, J., & Kaplan, G. (2000). Socioeconomic Position. In L.F. Berkman & I. Kawachi (Eds.), *Social Epidemiology* (pp. 13-35). *New York, NY: Oxford University Press.*

This chapter, presented in the text *Social Epidemiology*, examines the relationship between the socioeconomic position of individuals and populations and their health. The authors state that this relationship is already well established and has been for centuries. Indeed, they describe the differences in morbidity and mortality between socioeconomic groups as one of the most consistent findings in epidemiologic research. The finding being that the socioeconomically better-off do better on most measures of health status. Furthermore, this text expounds upon the notion that there are important political, cultural, and institutional factors that affect how socioeconomic conditions influence health. Important is the idea that measures of socioeconomic position indicate particular structural locations within society and that these structural positions are powerful determinants of the likelihood of health damaging exposures and of possessing health enhancing resources. A specific and powerful example cited in this text is the fact that women traveling in Third Class on the Titanic were 20 times more likely to drown compared to women in First Class due to the distribution of the lifeboats on the ship, or, rather, the socioeconomic distribution of health protective resources (lifeboats).

In regard to my practicum, this reference provides a stark connection to the work that Community Teamwork Inc. (CTI) does. CTI works directly with individuals and families that are impoverished and homeless to help them find shelter and/or housing with the goal of assisting the family or individual eventually acquire sustainable housing. This text is applicable, firstly, because it is important for employees of CTI and the organization as whole to recognize that the population they are serving are not only economically disadvantaged, but also have a high propensity to face severe health issues that may further complicate their situation. Second, this text affords CTI the ability to "see" where they are positioned in this relationship between socioeconomic position and health. CTI acts as a valuable resource that socioeconomically disadvantaged individuals and families are able to access to achieve a modicum of economic support through which they may also be able to enhance their health and future health outcomes. CTI occupies a structural

location within society that can act as a mechanism for individuals and families to overcome these health disparities.

Shinn, M. (2000). Homelessness. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 976-978). *New York, NY: Kluwer Academic/Plenum Publishers.*

Shinn, in her article, reflects on the historical “emergence” of homelessness and traces the changes in institutional and social actions and attitudes towards the issue. She then goes on to review the psychological and sociopolitical perspectives on homelessness. Particularly, the divergence between one notion of homelessness as rooted in “individual pathology and character deficiencies” and the other as “structural defects in the labor market” is explored, with Shinn denouncing the individual view of homelessness as victim blaming and inadequate in describing the vast population of homeless individuals and families. She goes on to make the observation that policies targeting homelessness are driven as much by ideology as by research, noting however that research can translate to action. In particular, the realm of prevention could prove to be most effective. To that end Shinn suggests that, “community-development activities designed to increase the stock of affordable housing, foster employment, and provide supports to employment, such as transportation or child care, are worth trying as selected prevention strategies”, she also suggests the provision of subsidized housing and other strategies could focus on poor renters.

Community Teamwork offers a wide variety of services to its clientele in attempting to fulfill its mission of reducing poverty and creating housing, economic, and education opportunities. The methods that Shinn suggests in addressing homelessness are fully embodied and applied by CTI.

Shinn, M. (2009, October). How psychologists can help to end homelessness. Retrieved from <https://www.psychology.org.au/inpsych/homelessness/#s3>

This article, written by community psychologist Marybeth Shinn, discusses the rising global issue of homelessness and what the role of the psychologist is in regard to assisting with this paramount dilemma. Shinn states that the causes of homelessness are not primarily psychological, however, there are many opportunities for psychologists to help quell this issue. The first being to educate policy makers, the media, and the public. The second is “studying attitudes towards social expenditures and the mechanisms by which social exclusion is associated with homelessness.” Shinn goes on to declare that psychologists have the ability and skill to design and implement programs aimed at preventing and eliminating homelessness for particular groups. Linked to this is the evaluation of such programs to assess how effective these programs are.

Community Teamwork is one such program aimed at preventing and eliminating homelessness. As such this article is particularly relevant to the ideas Shinn has put forth. An organization such as CTI could greatly benefit from the expertise of a psychologist and the psychologist would be effectively addressing the issue of

homelessness in an applicable manner. As a current practicum student at CTI, actions such as raising awareness, addressing state/federal policies and policy-makers, and evaluating their programs are critically important and central to the organization's mission. This article solidifies the appropriateness and benefits of utilizing the skills and talents of psychologists in order to address large social issues such as homelessness.

Shinn, M., Samuels, J., Fischer, N. S., Thompkins, A., & Fowler, J. P. (2015). Longitudinal impact of a Family Critical Time Intervention on children in high-risk families experiencing homelessness: A randomized trial. *American Journal of Community Psychology*, 56, 205-216.

This longitudinal study compared the effects of a community-based service model (FCTI) that utilizes case managers, supervisory staff, and a community psychiatrist for homeless families to typical care for children in 200 homeless families in which mothers had mental illness or substance use problems. Analyses revealed that participants in the FCTI program reduced internalizing and externalizing problems in preschool-aged children and externalizing problems for adolescents aged 11-16. Additionally, the FCTI intervention showed declines in self-reported school troubles for children 6-16. Overall, this study found support for the potential of the FCTI intervention to improve mental health and school outcomes for children experiencing homelessness.

Community Teamwork offers extensive case management for the families that they work with. In addition to assisting families with housing, CTI is dedicated to enhancing and promoting well-being for all members of the family they serve. This includes clinical services and providing resources for children to promote positive future outcomes. Research such as this highlights the benefits of using such methods of case management when working with families experiencing homelessness.

Apicello, J. (2010). A paradigm shift in housing and homeless services: Applying the population and high-risk framework to preventing homelessness. *The Open Health Services and Policy Journal*, 3, 41-52.

This article discusses homelessness and housing services in terms of prevention. The author makes the case for approaching prevention strategies that include population and high-risk targeted situations. The author stipulates that high-risk approaches alone can have an impact but will suffer from being short-lived unless population approaches including the creation of low-cost affordable housing and changes in income. The synergy of both these approaches will enable the most effective pathway to preventing and ending homelessness. In my view CTI employs both of these methods. With their Common Ground Development Corporation they create affordable housing in the Merrimack Valley with 119 affordable housing units already created and 100 more already planned for the near future. Within their Emergency Housing Assistance program, CTI's Housing Consumer Education Center provides counseling to tenants experiencing housing instability and short-term financial assistance for rent and mortgage debt.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.

Situated in Bandura's social cognitive theory is the idea of human agency; the ability of people to produce experiences, shape events, and make choices. The crux of this agency is its predication on an individual's belief that they have the ability to complete tasks and achieve goals and objectives. This is otherwise known as self-efficacy. In this article Bandura describes that the reciprocity of human functioning places a high value on the utilization of collective agency "through shared beliefs in the power to produce effects by collective action". In this way we are introduced to the notion of collective efficacy. Bandura goes on to explain that, "perceived collective efficacy fosters groups' motivational commitment to their missions, resilience to adversity, and performance accomplishments". Indeed research has shown, across social systems such as educational institutions, organizations, athletic teams, combat teams, and urban neighborhoods, with higher perceived collective efficacy there is greater motivational investment put towards a group's endeavors, and thus a greater tenacity displayed by the group when faced with obstacles and/or setbacks yielding greater performance accomplishments.

My reason for including this article is twofold. The first is an organizational perspective. Community Teamwork, and in particular the Rehousing Division, is subject to these same effects of collective efficacy. If they were better understood, it might illuminate certain aspects of the organizational dynamics that could be then used to foster a higher level of collective efficacy that may have a significant positive impact upon their work, goals, and accomplishments. The second is focused on the clients of CTI. Many of the housed CTI clients live in close proximity to each other or even share the same apartments/houses. Many of them feel isolated, unsafe, and/or uncomfortable in their residencies or neighborhoods. Efforts aimed at promoting a greater sense of collective efficacy among CTI clients may have beneficial results that facilitate the stabilization process and long-term profit.

Hsu, J. (2015). HUD study finds HCVs more effective for family homelessness. *Journal of Housing & Community Development*, 72(5), 9-11.

This article describes the results from the Department of Housing & Urban Development's Family Options Study. This study examined how homeless families living in shelters in 12 U.S. communities responded to various interventions. Intervention effectiveness was measured through assessment of items such as housing stability, family preservation, adult well-being, child well-being, self-sufficiency, and the financial cost of each intervention. Results showed that permanent housing subsidies such as Housing Choice Vouchers have the greatest impact on ending family homelessness. Other homeless interventions compared included community-based rapid rehousing, project-based transitional housing, and usual care such as shelter services.

Community Teamwork employs all of these types of intervention. This article was primarily informative in regard to its large scale, longitudinal, and current study. Interesting, although well-recognized to organizations and professionals engaged in this work, is the fact that the results showed greatest impact for HCVs although these are some of the most difficult services for homeless families to access and receive with the vast majority of families having to access some other service.

Kelly, G. J. (2006). *Becoming ecological: An expedition into community psychology*. New York, NY: Oxford University Press.

This book chronicles the author's, James G. Kelly, work on one of the defining characteristics of community psychology: an ecological approach. Its focus is upon the interrelations between settings and individuals and the subsequent impacts that shape and change behavior. The book serves as a guide for informing community practice and research as well as discourse on the training, education, and qualities of community psychologists.

The relevance of this text to Community Teamwork is immense. Understanding the ecological factors at work within the environment they are working in as well as what that constitutes for the populations they serve, and the effect of their work upon the surrounding ecology is critical to doing effective and ethical work. It also enables the organization to be understood in terms of its own internal ecology. In regard to myself it provides tremendous insight into approaching my work and relationship while working with CTI, an organization that focuses on serving the community.

Kilewer, W. (2013). The role of neighborhood collective efficacy and fear of crime in socialization of coping with violence in low-income communities. *Journal of Community Psychology*, 41(8), 920-930.

The research presented in this article examined the influence of public housing, caregiver fear of crime, and collective efficacy on messages that caregivers give their children regarding coping with community and peer violence. First, results showed that residing in public or Section 8 housing was related with greater fear of crime and lower levels of collective efficacy. Fear of crime was shown to be related to caregivers suggesting use of active coping strategies, such as problem solving, emotional regulation, emotional expression, and suggestions focused on harm reduction, for neighborhood based violent situations. Collective efficacy was correlated with caregiver suggestions to use less aggression for school-based violent situations. In sum, this research demonstrated that housing context affected neighborhood collective efficacy and fear of crime, which in turn affected socialization messages, given to children from caregivers, for dealing with violence and aggression.

These findings prove relevant for CTI for several reasons. First, as providers of public/Section 8 housing, the organization can most likely expect that their clients will also feel lower levels of collective efficacy and higher levels of fear of crime. I think that this is accurately reflected based on the anecdotal evidence of my own experiences with clients and case managers I have spoken with. This leads to opportunity in terms of trying to disrupt this pattern and/or attending to client needs in regard to these areas. Important, is that this pattern will likely affect the coping mechanisms clients will instill in their children, this may also be an important locus of intervention in order to instill effective and appropriate coping strategies for both caregivers and their children that will promote greater well-being.

Kilty, M. K. (2014). Fifty years later: Did the war on poverty fail?. *Journal of Poverty*, 18(2), 220-223.

This article reflects upon the legacy of the U.S.' War on Poverty. The War on Poverty began in 1964 under President Lyndon B. Johnson's administration. The author goes on to describe the program's many criticisms as a failure and a waste of money. Yet, the author reflects, in five years from its start, the War on Poverty reduced the poverty rate from 19% to 12.1%, culminating with a record low of 11.1% in 1973. At the time of this publication the poverty rate was at 15%. The authors attributes this to the changing political landscape, pointing first to the great success of the War on Poverty programs during the first decade of its implementation, and the gradual increase seen in the latter part of the 1970s as the programs were reduced. From 1981 to 1992 poverty rates ranged from 12.8% to 15.2% under the "ReaganBush era". The Clinton administration saw a reduction from 15.1% to 11.3%, but there was another gradual escalation beginning in 2001. The "Great Recession" and the worsening economic crisis have reflected the high poverty rates seen today. The author goes on to postulate that when, as a nation, we commit to eliminating poverty we make great progress. He concludes that we need to bring back the will to commit to eliminating poverty so that we might replicate and expand on the early success seen in the first years of the War on Poverty.

This offering yields an enlightening historical context. Community Teamwork was founded in 1965 as part of Lyndon B. Johnson's War on Poverty with its provision of community action agencies and, unlike many created at the time, has persisted and continues to thrive today. This historical piece of CTI is so crucial in understanding the organization today and how it functions presently.

Nader, R. (2012). *The seventeen solutions: Bold ideas for our American future*. New York, NY: HarperCollins.

In Ralph Nader's 2012 work he outlines seventeen solutions to economic and social problems he sees facing the United States. Among these remedies is the idea of making our communities more self-reliant. Nader describes how local economies are now replaced by regional outposts of national companies whose leaders make decisions that are far removed from interests of local residents but affect their lives every day. It is from here he begins to make his point that we ought to shift from our pervasive corporate economy to sustainable community based economies in order to return power back to citizens and communities as well as act as an antidote to the detrimental effects communities have been suffering from. As one of several alternative models that could be utilized in a community economy, Nader cites an example of a nonprofit community development corporation that focuses on developing local business while promoting affordable housing, living-wage jobs, and community control over development.

These ideas are highly relevant to Community Teamwork, which is a community development corporation. CTI is heavily involved in promoting the local economy. From constructing affordable housing to their Merrimack Valley Small Business Center that provides business development services including microloans to local entrepreneurs in

order to cultivate small businesses, CTI is a prime example of a community development corporation.

Pimpare, S. (2008). *A people's history of poverty in America*. New York, NY: The New Press.

Stephen Pimpare's book takes an alternative approach to traditional historical analyses. Pimpare constructs his analysis of poverty in America from those that actually lived it using a myriad of sources from colonial America to present day. A major thesis in this work is that there has been relatively little change in the lived experiences of the impoverished. Pimpare argues that how we measure "official poverty" is inadequate including the arbitrary poverty line that we still use as a standard and provides sources that support this notion. He offers the idea based on cited sources that perhaps we ought to redefine poverty as lack of freedom and focus on how well citizens are able to survive and thrive and base this conceptualization on the Universal Declaration of Human Rights. While Community Teamwork is certainly an impressive organization that has a positive social impact, it's important to note that their functioning is largely based on policies from state and federal institutions that often use these issues as "political footballs". These policies and the reasoning and motives behind them, as many such as Pimpare believes, are imperfect or inadequate if we truly want to make sustainable and positive social change.

Shinn, M., & McCormack, M. M. (2016). Understanding and alleviating economic hardship: Contributions from community psychology. In M. A. Bond, I. Serrano-Garcia, C. B. Keys, & M. Shinn (Eds.), *APA Handbook of Community Psychology* (pp. xx-xx). Location: American Psychological Association.

Among many of the issues raised in this chapter is housing. One of the findings presented show that short-term and shallow subsidies, opposed to the traditional "deep" subsidies that provide rent and utility expenses to 30% of client income, may be effective. Given that most families that become homeless are homeless only once and relatively briefly and the success of rapid re-housing programs may be able to effectively prevent and/or reduce returns to homelessness. Additionally, programs such as HomeBase have been shown to reduce rates of shelter entry, reduce cost, and reduce disruption for families compared to usual practices. CTI utilizes both rapid rehousing programs as well as HomeBase. The research provided here supports these practices but also calls for more extensive evaluation to measure the efficacy of these programs.

Tsemberis, S. (1999). From streets to homes: An innovative approach to supported housing for homeless adults with psychiatric disabilities. *Journal of Community Psychology*, 27(2), 225-241.

This article expounds upon a supported housing program that provides immediate permanent housing to individuals who are homeless and have been shown to have psychiatric disabilities. Staff also provides treatment and other services in the program. When compared to families in traditional residential treatment programs, housing retention was 84.2% for the supported housing program while retention was 59.6% for

families in comparison programs. This method, now known as Housing First, has been supported to be an effective program in eliminating homelessness. CTI has supported housing program, although they do not deal exclusively with clients that have psychiatric disabilities. However, the point remains that providing housing immediately in place of traditional methods has been shown to lead to better outcomes for individuals and families and makes considerable impact on rates of homelessness.