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those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994).

Implementing programs based on the balanced and restorative justice model can be an onerous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice.

Accountability

Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions.

Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole.

What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends.

Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p. 6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims. Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with

paid work\opportunities, increasing their ability to pay\restitution. At a minimum, victims should\

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES

After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each person can play an active part in addressing the problem of juvenile delinquency within their community.

Community Protection

The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community.

This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly

implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989). Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989). It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program. According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources. The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

- What deficiencies are we trying to overcome?
- Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program.

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purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and

Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals – Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal: To decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal.

Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term. Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial systems.

Short-term goal: Increase life and coping skills of youth in the community.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

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Program Objectives

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions.

Specific and measurable objectives should be assigned to each major goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994). Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial system.

Objective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.

Objective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing

their bar examination.

Short-term goal: Increase life and coping skills of youth in the community.

Objective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.

Objective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

Objective 1: All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.

Objective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.

Objective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.

Objective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.

Long-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.

Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation.

Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question.

The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission.

Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population.

Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources.

However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff

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2751 Developed an understanding of the balanced approach mission and the restorative justice model?

Howard Zehr (1990, pp. 230-231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model.

These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).

2751 Do victims experience justice?

2751 Are there sufficient opportunities for them to tell their truth to relevant listeners?

2751 Are they receiving needed compensation or restitution?

2751 Is the injustice adequately acknowledged?

2751 Are they

sufficiently protected against further violation?\n\u2751 Does the outcome adequately reflect the severity of the offense?\n\u2751 Are they receiving adequate information about the event, the offender, and the\n\nprocess?\n\u2751 Do they have a voice in the process?\n\u2751 Is the experience of justice adequately public?\n\u2751 Do they have adequate support from others?\n\u2751 Are their families receiving adequate assistance and support?\n\u2751 Are other needs \u2014 material, psychological, spiritual \u2014 being addressed?\n\n\u2751 Do offenders experience justice?\n\n\u2751 Are they encouraged to understand and take responsibility for what they have\ndone?\n\n\u2751 Are misattributions challenged?\n\u2751 Are they provided encouragement and opportunity to make things right?\n\u2751 Are they given the opportunity to participate in the process?\n\u2751 Is there encouragement toward changed behavior (repentance)?\n\u2751 Is there a mechanism for monitoring or verifying changes?\n\u2751 Are their own needs being addressed?\n\u2751 Are their families receiving support and assistance?\n\n\u2751 Is the victim-offender relationship addressed?\n\n\u2751 Is there opportunity for a meeting, if appropriate \u2014 either direct or therapeutic?\n\u2751 Is there opportunity and encouragement for an exchange of information \u2014 about\n\nthe event, about one another?\n\u2751 Are misattributions being challenged?\n\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n50 American Probation and Parole Association\n\n\u2751 Are community concerns being taken into account?\n\n\u2751 Is the process and outcome sufficiently public?\n\u2751 Is community protection being addressed?\n\u2751 Is there need for some restitution or symbolic action for the community?\n\u2751 Is the community represented in some way in the process?\n\n\u2751 Is the future being addressed?\n\n\u2751 Is there provision for solving the problems that led up to this event?\n\u2751 Is there provision for solving problems caused by this event?\n\u2751 Have future intentions been addressed?\n\u2751 Is there provision for monitoring, verifying, and troubleshooting outcomes?\n\n\u2751 Developed a purpose statement?\n\n\u2751 Determined the deficiencies or areas of need within the community? (Note: Refer to the\n\nneeds and resources assessment discussed in Chapter 2.)\n\n\u2751 Determined which deficiencies or areas of need can be realistically addressed.\n\u2751 Determined who the program is designed to serve? (Note: Chapter 5 discusses\n\nndetermining a target population in more detail.)\n\u2751 Decided what services will be provided by this program? (Note: Chapter 6 discusses\n\nndesigning program services in more detail.)\n\n\u2751 Developed program goals?\n\n\u2751 Developed goals that focus on the target population to be served and the program services\nto be provided?\n\n\u2751 Categorized goals according to short- and long-term goals?\n\u2751 Prioritized goals according to needs and available resources?\n\n\u2751 Developed program objectives?\n\n\u2751 Developed objectives that specify how the program goals will be achieved?\n\u2751 Developed objectives that include a method for evaluating results?\n\u2751 Established a time frame within which the objectives will be achieved?\n\u2751 Defined objectives that are results-oriented, rather than activity-oriented?\n\n\n", "extra": {"cited_message_idx": 7, "search_result_idx": null, "evidence_text": "source"}, "url": "file-8ISwW01B4Ios5p4J8YVsPgcc"}}, {"start_ix": 1112, "end_ix": 1122, "citation_format_type": "tether Og", "metadata": {"type": "file", "name": "WEEK 2 RESOURCE 1.pdf", "id": "file-8ISwW01B4Ios5p4J8YVsPgcc", "source": "my_files", "text": "\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n40 American Probation and Parole Association\n\nCHAPTER 4\n\nDEVELOPING A PROGRAM PURPOSE, GOALS, AND\n\nOBJECTIVES\n\n\n\nChapter 4 Peer Justice and Youth Empowerment: An

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INTRODUCTION

The number of teen court programs is growing rapidly across the country as people realize the wide range of youth these programs can influence and the many benefits associated with them. With this increasing awareness will come increasing scrutiny, as programs are asked to prove their effectiveness while vying for limited resources. It is, therefore, essential that programs identify their purpose, goals, and objectives. The purpose of a program provides the framework that sets the direction of the program, while the goals and objectives provide a plan as to how the purpose will be achieved. In addition, the program purpose and goals are the foundation upon which other program elements are defined, such as the target population and program services. Measurable objectives will provide programs with a mechanism for evaluating their results. Target population, program services, and program evaluation will be discussed in greater detail in subsequent chapters, but they are mentioned here in order to draw attention to the interdependency of the steps and decisions in the program development process.

When developing a program's purpose, goals, and objectives, it may be helpful to understand the rationale and philosophy behind teen court programs. This chapter begins with a discussion of some of the recurring themes among teen court programs and concludes with practical information on developing a purpose, goals, and objectives for a teen court program. Specifically, by the end of this chapter, readers will be able to discuss the concept behind the balanced approach mission and restorative justice model and explain its relation to goals of teen court programs; develop a purpose statement for a teen court program; and develop short- and long-term goals and measurable objectives for a teen court program.

THE BALANCED APPROACH MISSION AND RESTORATIVE JUSTICE MODEL

One of the emerging trends in juvenile justice is based on the concept known as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on accountability; competency development; and community protection. The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994):

- Offenders, victims, and the community should be included in the response to crime.
- Government and local communities should assume complementary roles in responding to crime.
- Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends.

It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to

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those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994).

Implementing programs based on the

balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice.

Accountability

Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions.

Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole.

What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends.

Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims. Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender.

Competency Development

Under

the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994) reporting to work on time; cooperating with coworkers; accepting constructive criticism; and successfully finishing a task. Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services. Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the

pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES

After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each person can play an active part in addressing the problem of juvenile delinquency within their community.

Community Protection

The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community.

This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the

purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program. According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources. The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

- What deficiencies are we trying to overcome?
- Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program.

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purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored.

However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court. Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals

Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal: To decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal. Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term. Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial systems.

Short-term goal: Increase life and coping skills of youth in the community.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

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Program Objectives

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions.

Specific and measurable objectives should be assigned to each major goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994). Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial system.

Objective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.

Objective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing their bar examination.

Short-term goal: Increase life and coping skills of youth in the community.

Objective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.

Objective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

Objective 1: All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.

Objective 2:

During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.

Objective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.

Objective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.

Long-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.

Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation.

Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question.

The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission.

Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff

- 2014
- 2751 Developed an understanding of the balanced approach mission and the restorative justice model?
- Howard Zehr (1990, pp. 230-231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).
- 2751 Do victims experience justice?
- 2751 Are there sufficient opportunities for them to tell their truth to relevant listeners?
- 2751 Are they receiving needed compensation or restitution?
- 2751 Is the injustice adequately acknowledged?
- 2751 Are they sufficiently protected against further violation?
- 2751 Does the outcome adequately reflect the severity of the offense?
- 2751 Are they receiving adequate information about the event, the offender, and the process?
- 2751 Do they have a voice in the process?
- 2751 Is the experience of justice adequately public?
- 2751 Do they have adequate support from others?
- 2751 Are their families receiving adequate assistance and support?
- 2751 Are other needs material, psychological, spiritual
- 2014 being addressed?
- 2751 Do offenders experience justice?
- 2751 Are they

encouraged to understand and take responsibility for what they have\ndone?\n\n\u2751
 Are misattributions challenged?\n\u2751 Are they provided encouragement and
 opportunity to make things right?\n\u2751 Are they given the opportunity to
 participate in the process?\n\u2751 Is there encouragement toward changed behavior
 (repentance)?\n\u2751 Is there a mechanism for monitoring or verifying
 changes?\n\u2751 Are their own needs being addressed?\n\u2751 Are their families
 receiving support and assistance?\n\n\u2751 Is the victim-offender relationship
 addressed?\n\n\u2751 Is there opportunity for a meeting, if appropriate \u2014 either
 direct or therapeutic?\n\u2751 Is there opportunity and encouragement for an exchange
 of information \u2014 about\n\nthe event, about one another?\n\u2751 Are
 misattributions being challenged?\n\n\nChapter 4 Peer Justice and Youth Empowerment:
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 Association\n\n\u2751 Are community concerns being taken into account?\n\n\u2751 Is
 the process and outcome sufficiently public?\n\u2751 Is community protection being
 addressed?\n\u2751 Is there need for some restitution or symbolic action for the
 community?\n\u2751 Is the community represented in some way in the process?\n\n\u2751
 Is the future being addressed?\n\n\u2751 Is there provision for solving the problems
 that led up to this event?\n\u2751 Is there provision for solving problems caused by
 this event?\n\u2751 Have future intentions been addressed?\n\u2751 Is there provision
 for monitoring, verifying, and troubleshooting outcomes?\n\n\u2751 Developed a purpose
 statement?\n\n\u2751 Determined the deficiencies or areas of need within the community?
 (Note: Refer to the\nneeds and resources assessment discussed in Chapter 2.)\n\n\u2751
 Determined which deficiencies or areas of need can be realistically addressed.\n\u2751
 Determined who the program is designed to serve? (Note: Chapter 5
 discusses\nndetermining a target population in more detail.)\n\u2751 Decided what
 services will be provided by this program? (Note: Chapter 6 discusses\nndesigning
 program services in more detail.)\n\n\u2751 Developed program goals?\n\n\u2751
 Developed goals that focus on the target population to be served and the program
 services\nto be provided?\n\n\u2751 Categorized goals according to short- and long-
 term goals?\n\u2751 Prioritized goals according to needs and available
 resources?\n\n\u2751 Developed program objectives?\n\n\u2751 Developed objectives that
 specify how the program goals will be achieved?\n\u2751 Developed objectives that
 include a method for evaluating results?\n\u2751 Established a time frame within which
 the objectives will be achieved?\n\u2751 Defined objectives that are results-oriented,
 rather than activity-oriented?\n\n\n", "extra": {"cited_message_idx": 7,
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 American Probation and Parole Association\n\nCHAPTER 4\n\nDEVELOPING A PROGRAM PURPOSE,
 GOALS, AND\nOBJECTIVES\n\n\n\nChapter 4 Peer Justice and Youth Empowerment: An
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 Association 41\n\nINTRODUCTION\n\nThe number of teen court programs is
 growing\nrapidly across the country as people realize the\nwide range of youth these
 programs can\ninfluence and the many benefits associated with\nthem. With this
 increasing awareness will come\nincreasing scrutiny, as programs are asked to\nprove
 their effectiveness while vying for limited\nresources. It is, therefore, essential
 that\nprograms identify their purpose, goals, and\nobjectives. The purpose of a

program provides the framework that sets the direction of the program, while the goals and objectives provide a plan as to how the purpose will be achieved. In addition, the program purpose and goals are the foundation upon which other program elements are defined, such as the target population and program services. Measurable objectives will provide programs with a mechanism for evaluating their results. Target population, program services, and program evaluation will be discussed in greater detail in subsequent chapters, but they are mentioned here in order to draw attention to the interdependency of the steps and decisions in the program development process. When developing a program's purpose, goals, and objectives, it may be helpful to understand the rationale and philosophy behind teen court programs. This chapter begins with a discussion of some of the recurring themes among teen court programs and concludes with practical information on developing a purpose, goals, and objectives for a teen court program. Specifically, by the end of this chapter, readers will be able to discuss the concept behind the balanced approach mission and restorative justice model and explain its relation to goals of teen court programs; develop a purpose statement for a teen court program; and develop short- and long-term goals and measurable objectives for a teen court program.

THE BALANCED APPROACH MISSION AND RESTORATIVE JUSTICE MODEL

One of the emerging trends in juvenile justice is based on the concept known as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on accountability; competency development; and community protection. The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994): Offenders, victims, and the community should be included in the response to crime. Government and local communities should assume complementary roles in responding to crime. Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends. It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to Chapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs (42 American Probation and Parole Association) those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994). Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice. Accountability Often society has difficulty determining where to affix

the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions. Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole. What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p. 6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims. Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender. Competency Development Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful

offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994) reporting to work on time; cooperating with coworkers; accepting constructive criticism; and successfully finishing a task. Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services. Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young Chapter 4

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES

After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice.

Each person can play an active part in addressing the problem of juvenile delinquency within their community. Community Protection The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community. This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program. According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources.

The following section

outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

- What deficiencies are we trying to overcome?
- Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program.

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purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court

Program Goals -\nBased on a Prioritized Need\n\nPrioritized Need: A program to address the\nproblem of underage drinking and illegal drug\nuse in the community.\n\nLong-term goal: To decrease the number of\nyouth in the community\nengaging in alcohol and\nillegal drug use.\n\nShort-term goal: To intervene early, provide\neducation to, and promote\nawareness among youth of\nthe dangers of substance\nabuse.\n\nDifferentiating Between Short- and Long-\nTerm Goals\nProgram developers may find it helpful to\ndifferentiate between short- and long-term goals\nof the teen court program. Some goals may\nhave a rehabilitative focus associated with long-\nterm behavior change. These may be easier to\nevaluate if refocused and broken down into\nshort-term goals that support the long-term goal.\nAlso, it may be easier to sustain internal and\nexternal program support if people can see goals\nbeing achieved in the short-term. Figure 4-4\nprovides an example.\n\nFigure 4-4: Sample Teen Court Program Long- and\nShort-Term Goals\n\nLong-term goal: Improve the capacity of\nyouth to become\nresponsible and productive\ncitizens.\n\nShort-term goal: Provide youth with education\nand hands-on experience in\nthe judicial systems.\n\nShort-term goal: Increase life and coping skills\nof youth in the community.\n\nLong-term goal: Protect the community.\n\nShort-term goal: Hold youthful offenders\naccountable.\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\nAmerican Probation and Parole Association 47\n\nProgram Objectives\nObjectives are crucial to effective program\nimplementation and evaluation. Program\nobjectives specify how program goals will be\nachieved and should include a method for\nevaluating results. While program goals should\nclearly state the intentions of a program,\nobjectives should describe the mechanisms and\nstrategies used to accomplish those intentions.\n\nSpecific and measurable objectives should be\nassigned to each major goal area. Objectives\nshould be achieved within a limited time and be\nidentified with an actual result. It is\nrecommended that teen court objectives be\nresult-oriented rather than activity-oriented\n(Crowe and Schaefer, 1992; Fulton, Stone, and\nGendreau, 1994). Some sample goals and\nobjectives may be found in Figure 4-5.\n\nFigure 4-5: Sample Teen Court Program Goals and Objectives\n\nLong-term goal: Improve the capacity of youth to become responsible and productive citizens.\n\nShort-term goal: Provide youth with education and hands-on experience in the judicial system.\n\nobjective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar\nexam.\n\nobjective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within\nthree months of passing their bar examination.\n\nShort-term goal: Increase life and coping skills of youth in the community.\n\nobjective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the\nend of fiscal year 1996.\n\nobjective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.\n\nLong-term goal: Protect the community.\n\nShort-term goal: Hold youthful offenders accountable.\n\nobjective 1: All referrals to the teen court program will be docketed and heard in teen court within five\nweeks of the referral.\n\nobjective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their\ncommunity service hours within 90 days of their sentence.\n\nobjective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be\ncollected.\n\nobjective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim\nawareness class.\n\nLong-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug\nuse.\n\nShort-term goal: Intervene early, provide education to, and promote awareness among youth of

the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.

Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation. Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question. The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission. Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff

- Developed an understanding of the balanced approach mission and the restorative justice model?
- Howard Zehr (1990, pp. 230-231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).
- Do victims experience justice?
- Are there sufficient opportunities for them to tell their truth to relevant listeners?
- Are they receiving needed compensation or restitution?
- Is the injustice adequately acknowledged?
- Are they sufficiently protected against further violation?
- Does the outcome adequately reflect the severity of the offense?
- Are they receiving adequate information about the event, the offender, and the process?
- Do they have a voice in the process?
- Is the experience of justice adequately public?
- Do they have adequate support from others?
- Are their families receiving adequate assistance and support?
- Are other needs material, psychological, spiritual being addressed?
- Do offenders experience justice?
- Are they encouraged to understand and take responsibility for what they have done?
- Are misattributions challenged?
- Are they provided encouragement and opportunity to make things right?
- Are they given the opportunity to participate in the process?
- Is there encouragement toward changed behavior (repentance)?
- Is there a mechanism for monitoring or verifying changes?
- Are their own needs being addressed?
- Are their families receiving support and assistance?
- Is the victim-offender relationship

addressed?\n\n\u2751 Is there opportunity for a meeting, if appropriate \u2014 either direct or therapeutic?\n\u2751 Is there opportunity and encouragement for an exchange of information \u2014 about\n\nthe event, about one another?\n\u2751 Are misattributions being challenged?\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n50 American Probation and Parole Association\n\n\u2751 Are community concerns being taken into account?\n\n\u2751 Is the process and outcome sufficiently public?\n\u2751 Is community protection being addressed?\n\u2751 Is there need for some restitution or symbolic action for the community?\n\u2751 Is the community represented in some way in the process?\n\n\u2751 Is the future being addressed?\n\n\u2751 Is there provision for solving the problems that led up to this event?\n\u2751 Is there provision for solving problems caused by this event?\n\u2751 Have future intentions been addressed?\n\u2751 Is there provision for monitoring, verifying, and troubleshooting outcomes?\n\n\u2751 Developed a purpose statement?\n\n\u2751 Determined the deficiencies or areas of need within the community? (Note: Refer to the\nneeds and resources assessment discussed in Chapter 2.)\n\n\u2751 Determined which deficiencies or areas of need can be realistically addressed.\n\u2751 Determined who the program is designed to serve? (Note: Chapter 5 discusses\nndetermining a target population in more detail.)\n\u2751 Decided what services will be provided by this program? (Note: Chapter 6 discusses\nndesigning program services in more detail.)\n\n\u2751 Developed program goals?\n\n\u2751 Developed goals that focus on the target population to be served and the program services\nto be provided?\n\n\u2751 Categorized goals according to short- and long-term goals?\n\u2751 Prioritized goals according to needs and available resources?\n\n\u2751 Developed program objectives?\n\n\u2751 Developed objectives that specify how the program goals will be achieved?\n\u2751 Developed objectives that include a method for evaluating results?\n\u2751 Established a time frame within which the objectives will be achieved?\n\u2751 Defined objectives that are results-oriented, rather than activity-oriented?\n\n\n", "extra": {"cited_message_idx": 7, "search_result_idx": null, "evidence_text": "source"}, "url": "file-8ISwW01B4Ios5p4J8YVsPgcc"}}], "gizmo_id": null, "is_complete": true, "message_type": null, "model_slug": "gpt-4", "default_model_slug": "gpt-4", "pad": "AAAAAAAAAAAA", "parent_id": "9f02c063-6d5a-49b5-a9f4-9e8fd3cae941", "request_id": "8826b191cdfc839a-MXP", "timestamp_": "absolute", "content_references": [{"matched_text": "\u30107\u2020source\u3011", "start_idx": 712, "end_idx": 722, "alt": null, "type": "file", "name": "WEEK 2 RESOURCE 1.pdf", "id": "file-8ISwW01B4Ios5p4J8YVsPgcc", "source": "my_files", "snippet": "\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n40 American Probation and Parole Association\n\nCHAPTER 4\n\nDEVELOPING A PROGRAM PURPOSE, GOALS, AND\nOBJECTIVES\n\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\nAmerican Probation and Parole Association\n\n41\n\nINTRODUCTION\n\n\nThe number of teen court programs is growing\nrapidly across the country as people realize the\nwide range of youth these programs can\ninfluence and the many benefits associated with\nthem. With this increasing awareness will come\nincreasing scrutiny, as programs are asked to\nprove their effectiveness while vying for limited\nresources. It is, therefore, essential that\nprograms identify their purpose, goals, and\nobjectives. The purpose of a program provides\nthe framework that sets the direction of the\nprogram, while the goals and objectives provide\na plan as to how the purpose will be achieved.\n\n\nIn addition, the program purpose and goals are\nthe foundation upon which other program\nelements are defined,

such as the target population and program services. Measurable objectives will provide programs with a mechanism for evaluating their results. Target population, program services, and program evaluation will be discussed in greater detail in subsequent chapters, but they are mentioned here in order to draw attention to the interdependency of the steps and decisions in the program development process.

When developing a program's purpose, goals, and objectives, it may be helpful to understand the rationale and philosophy behind teen court programs. This chapter begins with a discussion of some of the recurring themes among teen court programs and concludes with practical information on developing a purpose, goals, and objectives for a teen court program. Specifically, by the end of this chapter, readers will be able to discuss the concept behind the balanced approach mission and restorative justice model and explain its relation to goals of teen court programs; develop a purpose statement for a teen court program; and develop short- and long-term goals and measurable objectives for a teen court program.

THE BALANCED APPROACH MISSION AND RESTORATIVE JUSTICE MODEL

One of the emerging trends in juvenile justice is based on the concept known as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on accountability; competency development; and community protection. The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994):

- Offenders, victims, and the community should be included in the response to crime.
- Government and local communities should assume complementary roles in responding to crime.
- Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends.

It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to Chapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs, 42 American Probation and Parole Association, those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994).

Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice.

Accountability

Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the

youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions. Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole. What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims. Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender. Competency Development Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted

with other\ndifficult choices and situations in their\nlives.\n\nThroughout their participation in the program,\nteens court defendants and youth volunteers will\nbe confronted by persons with differing\nviewpoints and backgrounds, which often\nmirror experiences and situations encountered in\nother aspects of their lives. At times, these\ndifferences may cause frustration; however, the\nway youth learn to react and respond to these\ndiffering viewpoints and personalities is all part\nof the learning process. The goal is for young\npeople to carry over and apply what they learn\nthrough teen court when confronted with other\ndifficult choices and situations in their lives.\n\nMost teen court programs are designed to\nintervene early (usually after a first offense) in\nthe delinquent behavior of a juvenile. Some\nways in which teen court programs offer skill-\nbuilding opportunities for youthful offenders is\nthrough requiring the performance of\ncommunity service and participation in\neducational workshops. In addition to holding\nyouth accountable, basic habits that the\nperformance of community service can instill in\nyouth include (Maloney and Bazemore, 1994)\n\nreporting to work on time;\n\ncooperating with coworkers;\n\naccepting constructive criticism; and\n\nsuccessfully finishing a task.\n\nEducational workshops can be designed and\noffered to defendants to assist them in\ndeveloping needed skills in specific areas, such\nas managing conflict and problem solving. As a\nmeans to further the development, enhancement,\nand application of life skills, most teen court\nprograms require or encourage offenders to\nparticipate as a volunteer in the program, usually\nin the role of a juror. The table is turned, and the\ndelinquent youth is offered an opportunity to\nexperience the other side of the justice system\nby determining consequences for a peer. Staff,\nwho observe a youth's interaction with other\njurors and teen court participants, can identify\nyouth who are lacking in certain skill areas and\nwho may need additional assistance or an\ninformal referral for other services.\n\nTeen court is not a mock trial; the cases that are\nheard are real. As a prevention program, teen\ncourt programs offer youth in the community\nvaluable education and hands-on experience in\nthe legal and judicial system. This places youth\nvolunteers in positions that require a tremendous\namount of responsibility. They assume roles\nthat give them the power to make decisions that\ncan have a direct impact on the lives of the teen\ncourt defendants. Through these roles, young\n\n\n\nChapter 4
Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n44 American Probation and Parole Association\n\nThe Office of Juvenile Justice and Delinquency\nPrevention (1993) based a major component of\nits Comprehensive Strategy for Serious, Violent,\nand Chronic Juvenile Offenders on the premise\nthat to effectively handle delinquent behavior,\nthere must be a range of graduated sanctions\nand a full continuum of treatment and\nrehabilitative services. Aside from assisting\ncommunity youth to develop needed skills to\nresist the pressures to participate in illegal\nactivity, teen court programs promote public\nsafety by offering jurisdictions an alternative\nprogram to juvenile court for nonviolent,\nmisdemeanor cases. The rationale for doing so\nis that the number of cases being heard in\njuvenile court will decrease, and more time will\nbe allotted for juvenile court to hear more\nserious cases.\n\nSAMPLE STATEMENTS OF\nPURPOSE, GOALS, AND\nOBJECTIVES\n\nAfter considering the philosophy and rationale\nbehind teen courts, program developers need to\ntranslate the philosophy into practice. Each\npeople can play an active part in addressing the\nproblem of juvenile delinquency within their\ncommunity.\n\nCommunity Protection\nThe right of the public to a safe and secure\ncommunity is at the heart of all justice programs\nin both the

adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community. This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program.

According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources.

The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

- What deficiencies are we trying to overcome?
- Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

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purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals - Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal: To decrease the number of youth in the community engaging in alcohol

and illegal drug use.

Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal.

Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term.

Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial systems.

Short-term goal: Increase life and coping skills of youth in the community.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

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Program Objectives

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions.

Specific and measurable objectives should be assigned to each major goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994).

Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial system.

Objective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.

Objective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing their bar examination.

Short-term goal: Increase life and coping skills of youth in the community.

Objective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.

Objective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

Objective 1: All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.

Objective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.

Objective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.

Objective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.

Long-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court

defendants will successfully complete a four-week substance abuse awareness program. Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation. Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question. The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission. Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff

- 2014
- 2751 Developed an understanding of the balanced approach mission and the restorative justice model?
- Howard Zehr (1990, pp. 230-231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).
- 2751 Do victims experience justice?
- 2751 Are there sufficient opportunities for them to tell their truth to relevant listeners?
- 2751 Are they receiving needed compensation or restitution?
- 2751 Is the injustice adequately acknowledged?
- 2751 Are they sufficiently protected against further violation?
- 2751 Does the outcome adequately reflect the severity of the offense?
- 2751 Are they receiving adequate information about the event, the offender, and the process?
- 2751 Do they have a voice in the process?
- 2751 Is the experience of justice adequately public?
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- 2751 Are their families receiving adequate assistance and support?
- 2751 Are other needs material, psychological, spiritual
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- 2751 Do offenders experience justice?
- 2751 Are they encouraged to understand and take responsibility for what they have done?
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- 2751 Is there opportunity for a meeting, if appropriate
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- 2751 Is there opportunity and encouragement for an exchange of information
- 2014 about the event, about one another?
- 2751 Are

misattributions being challenged?

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Are community concerns being taken into account?

Is the process and outcome sufficiently public?

Is community protection being addressed?

Is there need for some restitution or symbolic action for the community?

Is the community represented in some way in the process?

Is the future being addressed?

Is there provision for solving the problems that led up to this event?

Is there provision for solving problems caused by this event?

Have future intentions been addressed?

Is there provision for monitoring, verifying, and troubleshooting outcomes?

Developed a purpose statement?

Determined the deficiencies or areas of need within the community? (Note: Refer to the needs and resources assessment discussed in Chapter 2.)

Determined which deficiencies or areas of need can be realistically addressed.

Determined who the program is designed to serve? (Note: Chapter 5 discusses determining a target population in more detail.)

Decided what services will be provided by this program? (Note: Chapter 6 discusses designing program services in more detail.)

Developed program goals?

Developed goals that focus on the target population to be served and the program services to be provided?

Categorized goals according to short- and long-term goals?

Prioritized goals according to needs and available resources?

Developed program objectives?

Developed objectives that specify how the program goals will be achieved?

Developed objectives that include a method for evaluating results?

Established a time frame within which the objectives will be achieved?

Defined objectives that are results-oriented, rather than activity-oriented?

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teen court programs and concludes with practical information on developing a purpose, goals, and objectives for a teen court program. Specifically, by the end of this chapter, readers will be able to discuss the concept behind the balanced approach mission and restorative justice model and explain its relation to goals of teen court programs; develop a purpose statement for a teen court program; and develop short- and long-term goals and measurable objectives for a teen court program.

THE BALANCED APPROACH MISSION AND RESTORATIVE JUSTICE MODEL

One of the emerging trends in juvenile justice is based on the concept known as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on accountability; competency development; and community protection. The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994): Offenders, victims, and the community should be included in the response to crime. Government and local communities should assume complementary roles in responding to crime. Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends. It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to Chapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs (42 American Probation and Parole Association), those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994). Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice. Accountability Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions. Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore,

1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole. What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims." Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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43 provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender. Competency Development Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations

in their lives. Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994) reporting to work on time; cooperating with coworkers; accepting constructive criticism; and successfully finishing a task. Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services. Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES
After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each person can play an active part in addressing the problem of juvenile delinquency within their community. Community Protection
The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community. This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before

her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program.

According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources.

The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

What deficiencies are we trying to overcome?

Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying

the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program.

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purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals - Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal: To decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal. Also, it may be easier to sustain internal and external program support if

people can see goals being achieved in the short-term. Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial systems.

Short-term goal: Increase life and coping skills of youth in the community.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

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Program Objectives

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions.

Specific and measurable objectives should be assigned to each major goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994). Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial system.

Objective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.

Objective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing their bar examination.

Short-term goal: Increase life and coping skills of youth in the community.

Objective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.

Objective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

Objective 1: All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.

Objective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.

Objective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.

Objective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.

Long-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.

Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals,

and objectives is critical to effective program implementation and evaluation. Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question. The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission. Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

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- 2751 Is there opportunity for a meeting, if appropriate 2014 either direct or therapeutic?
- 2751 Is there opportunity and encouragement for an exchange of information 2014 about the event, about one another?
- 2751 Are misattributions being challenged?

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- 2751 Are community concerns being taken into account?
- 2751 Is the process and outcome sufficiently public?
- 2751 Is community protection being addressed?
- 2751 Is there need for some restitution or symbolic action for the community?
- 2751 Is the community represented in some way in the process?
- 2751 Is the future being addressed?
- 2751 Is there provision for solving the problems that led up to this event?
- 2751 Is there provision for solving problems caused by

this event?

Have future intentions been addressed?

Is there provision for monitoring, verifying, and troubleshooting outcomes?

Developed a purpose statement?

Determined the deficiencies or areas of need within the community? (Note: Refer to the needs and resources assessment discussed in Chapter 2.)

Determined which deficiencies or areas of need can be realistically addressed.

Determined who the program is designed to serve? (Note: Chapter 5 discusses determining a target population in more detail.)

Decided what services will be provided by this program? (Note: Chapter 6 discusses designing program services in more detail.)

Developed program goals?

Developed goals that focus on the target population to be served and the program services to be provided?

Categorized goals according to short- and long-term goals?

Prioritized goals according to needs and available resources?

Developed program objectives?

Developed objectives that specify how the program goals will be achieved?

Developed objectives that include a method for evaluating results?

Established a time frame within which the objectives will be achieved?

Defined objectives that are results-oriented, rather than activity-oriented?

"cloud_doc_url": null}, {"matched_text": "\u00107\u0020source\u0011", "start_idx": 1551, "end_idx": 1561, "alt": null, "type": "file", "name": "WEEK 2 RESOURCE 1.pdf", "id": "file-8ISwW01B4Ios5p4J8YVsPgcc", "source": "my_files", "snippet": "\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n40 American Probation and Parole Association\n\nCHAPTER 4\n\nDEVELOPING A PROGRAM PURPOSE, GOALS, AND OBJECTIVES\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\nAmerican Probation and Parole Association\n\n41\n\nINTRODUCTION\n\nThe number of teen court programs is growing\n\nrapidly across the country as people realize the\n\nwide range of youth these programs can\n\ninfluence and the many benefits associated with\n\nthem. With this increasing awareness will come\n\nincreasing scrutiny, as programs are asked to\n\nprove their effectiveness while vying for limited\n\nresources. It is, therefore, essential that\n\nprograms identify their purpose, goals, and\n\nobjectives. The purpose of a program provides\n\nthe framework that sets the direction of the\n\nprogram, while the goals and objectives provide\n\na plan as to how the purpose will be achieved.\n\n\nIn addition, the program purpose and goals are\n\nthe foundation upon which other program\n\nelements are defined, such as the target\n\npopulation and program services. Measurable\n\nobjectives will provide programs with a\n\nmechanism for evaluating their results. Target\n\npopulation, program services, and program\n\nevaluation will be discussed in greater detail in\n\nsubsequent chapters, but they are mentioned\n\nhere in order to draw attention to the\n\ninterdependency of the steps and decisions in the\n\nprogram development process.\n\n\nWhen developing a program's purpose, goals,\n\nand objectives, it may be helpful to understand\n\nthe rationale and philosophy behind teen court\n\nprograms. This chapter begins with a discussion\n\nof some of the recurring themes among teen\n\ncourt programs and concludes with practical\n\ninformation on developing a purpose, goals, and\n\nobjectives for a teen court program.\n\nSpecifically, by the end of this chapter, readers\n\nwill be able to\n\n\ndiscuss the concept behind the balanced\n\napproach mission and restorative justice\n\nmodel and explain its relation to goals of teen\n\ncourt programs;\n\n\ndevelop a purpose statement for a teen court\n\nprogram;\n\nand\n\n\ndevelop short- and long-term goals and\n\nmeasurable objectives for a teen court\n\nprogram.\n\n\nTHE BALANCED APPROACH\n\nMISSION AND RESTORATIVE\n\nJUSTICE MODEL\n\n\nOne of the emerging trends in juvenile justice is\n\nbased on the concept known

as the balanced approach mission and restorative justice model. In an attempt to provide equal attention to offenders, victims and the community, the balanced approach mission, according to Bazemore and Umbreit (1994), focuses on accountability; competency development; and community protection. The philosophy of restorative justice is based on the following values and assumptions (McLagan, 1992, as cited in Bazemore and Umbreit, 1994): Offenders, victims, and the community should be included in the response to crime. Government and local communities should assume complementary roles in responding to crime. Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends. It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to Chapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs, 42 American Probation and Parole Association, those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994). Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice. Accountability Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions. Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole. What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written

apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases, juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims." Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others, (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender. Competency Development Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994) reporting to work on time; cooperating with coworkers; accepting constructive criticism; and successfully finishing a

task. Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services. Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must to be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES
After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each person can play an active part in addressing the problem of juvenile delinquency within their community. Community Protection
The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community. This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer
A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all

got very cocky about things. There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking. What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught. Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program. According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources.

The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

What deficiencies are we trying to overcome?

Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative

response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future and provide a measure of success in achieving the program.

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Purpose. They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

Focusing on Target Population and Services to Be Provided

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

Basing Goals on Prioritized Needs and Available Resources

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

Figure 4-3: Sample Teen Court Program Goals

Based on a Prioritized Need

Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.

Long-term goal: To decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Differentiating Between Short- and Long-Term Goals

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal.

Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term. Figure 4-4 provides an example.

Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial systems.

Short-term goal: Increase life and coping skills of youth in the community.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

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Probation and Parole Association 47\n\nProgram Objectives\n\nObjectives are crucial to effective program\n\nimplementation and evaluation. Program\n\nobjectives specify how program goals will be\n\nachieved and should include a method for\n\nevaluating results. While program goals should\n\nclearly state the intentions of a program,\n\nobjectives should describe the mechanisms and\n\nstrategies used to accomplish those intentions.\n\n\nSpecific and measurable objectives should be\n\nassigned to each major goal area. Objectives\n\nshould be achieved within a limited time and be\n\nidentified with an actual result. It is\n\nrecommended that teen court objectives be\n\nresult-oriented rather than activity-oriented\n\n(Crowe and Schaefer, 1992; Fulton, Stone, and\n\nGendreau, 1994). Some sample goals and\n\nobjectives may be found in Figure 4-5.\n\n\nFigure 4-5: Sample Teen Court Program Goals and Objectives\n\n\nLong-term goal: Improve the capacity of youth to become responsible and productive citizens.\n\n\nShort-term goal: Provide youth with education and hands-on experience in the judicial system.\n\n\nobjective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar\n\nexam.\n\n\nobjective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within\n\nthree months of passing their bar examination.\n\n\nShort-term goal: Increase life and coping skills of youth in the community.\n\n\nobjective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the\n\nend of fiscal year 1996.\n\n\nobjective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.\n\n\nLong-term goal: Protect the community.\n\n\nShort-term goal: Hold youthful offenders accountable.\n\n\nobjective 1: All referrals to the teen court program will be docketed and heard in teen court within five\n\nweeks of the referral.\n\n\nobjective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their\n\ncommunity service hours within 90 days of their sentence.\n\n\nobjective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be\n\ncollected.\n\n\nobjective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim\n\nawareness class.\n\n\nLong-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug\n\nuse.\n\n\nShort-term goal: Intervene early, provide education to, and promote awareness among youth of the\n\ndangers of substance abuse.\n\n\nobjective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug\n\noffense will attend a Mothers Against Drunk Driving victim impact panel.\n\n\nobjective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse\n\nawareness program.\n\n\nobjective 3: A pretest and three-month followup test (designed to assess change in knowledge and\n\nattitude about alcohol and drug use among adolescents) will be administered to all\n\nparticipants of the substance abuse awareness program. 80% of participants will show a\n\npositive change in knowledge and attitude relative to alcohol and drug use.\n\n\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n\n48 American Probation and Parole Association\n\n\nCONCLUSION\n\n\nThe establishment of a program's purpose,\n\ngoals, and objectives is critical to effective\n\nprogram implementation and evaluation.\n\n\nWithout a carefully considered purpose and\n\ngoals, the program will lack a clear direction\n\nand eventually may find its existence called into\n\nquestion.\n\n\nThe sample purpose, goals, and objectives\n\nprovided in this chapter are based on the earlier\n\ndiscussion of the balanced approach mission.\n\n\nIndividual teen court programs should develop\n\nrealistic and achievable goals that reflect the\n\nprogram's philosophical basis, jurisdictional\n\ndifferences, and target population. Establishing\n\nreasonable goals and objectives will require\n\nmore work

during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or staff

2014

2751 Developed an understanding of the balanced approach mission and the restorative justice model?

Howard Zehr (1990, pp. 230–231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).

2751 Do victims experience justice?

2751 Are there sufficient opportunities for them to tell their truth to relevant listeners?

2751 Are they receiving needed compensation or restitution?

2751 Is the injustice adequately acknowledged?

2751 Are they sufficiently protected against further violation?

2751 Does the outcome adequately reflect the severity of the offense?

2751 Are they receiving adequate information about the event, the offender, and the process?

2751 Do they have a voice in the process?

2751 Is the experience of justice adequately public?

2751 Do they have adequate support from others?

2751 Are their families receiving adequate assistance and support?

2751 Are other needs material, psychological, spiritual 2014 being addressed?

2751 Do offenders experience justice?

2751 Are they encouraged to understand and take responsibility for what they have done?

2751 Are misattributions challenged?

2751 Are they provided encouragement and opportunity to make things right?

2751 Are they given the opportunity to participate in the process?

2751 Is there encouragement toward changed behavior (repentance)?

2751 Is there a mechanism for monitoring or verifying changes?

2751 Are their own needs being addressed?

2751 Are their families receiving support and assistance?

2751 Is the victim-offender relationship addressed?

2751 Is there opportunity for a meeting, if appropriate 2014 either direct or therapeutic?

2751 Is there opportunity and encouragement for an exchange of information 2014 about the event, about one another?

2751 Are misattributions being challenged?

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2751 Are community concerns being taken into account?

2751 Is the process and outcome sufficiently public?

2751 Is community protection being addressed?

2751 Is there need for some restitution or symbolic action for the community?

2751 Is the community represented in some way in the process?

2751 Is the future being addressed?

2751 Is there provision for solving the problems that led up to this event?

2751 Is there provision for solving problems caused by this event?

2751 Have future intentions been addressed?

2751 Is there provision for monitoring, verifying, and troubleshooting outcomes?

2751 Developed a purpose statement?

2751 Determined the deficiencies or areas of need within the community? (Note: Refer to the needs and resources assessment discussed in Chapter 2.)

2751 Determined which deficiencies or areas of need can be realistically addressed.

2751 Determined who the program is designed to serve? (Note: Chapter 5 discusses determining a target population in more detail.)

2751 Decided what services will be provided by this program? (Note: Chapter 6 discusses designing

program services in more detail.)\n\n\u2751 Developed program goals?\n\n\u2751 Developed goals that focus on the target population to be served and the program services\nto be provided?\n\n\u2751 Categorized goals according to short- and long-term goals?\n\n\u2751 Prioritized goals according to needs and available resources?\n\n\u2751 Developed program objectives?\n\n\u2751 Developed objectives that specify how the program goals will be achieved?\n\n\u2751 Developed objectives that include a method for evaluating results?\n\n\u2751 Established a time frame within which the objectives will be achieved?\n\n\u2751 Defined objectives that are results-oriented, rather than activity-oriented?\n\n\n", "cloud_doc_url": null}}], "recipient": "all", "channel": null}, "parent": "9f02c063-6d5a-49b5-a9f4-9e8fd3cae941", "children": [{"id": "aaa2213c-395f-474f-91fc-aec8b93722e3"}], "aaa2213c-395f-474f-91fc-aec8b93722e3": {"id": "aaa2213c-395f-474f-91fc-aec8b93722e3", "message": {"id": "aaa2213c-395f-474f-91fc-aec8b93722e3", "author": {"role": "user", "name": null, "metadata": {}}, "create_time": 1715478850.72134, "update_time": null, "content": {"content_type": "text", "parts": ["Can you give it again in a more copy past into google docs friendly format"]}, "status": "finished_successfully", "end_turn": null, "weight": 1.0, "metadata": {"request_id": "8826c77ed983a268-FC0", "timestamp": "absolute", "message_type": null}, "recipient": "all", "channel": null}, "parent": "9fa6fd07-d6f8-4c73-88e8-dc8bcc3a12d6", "children": [{"id": "bb40999f-7459-4c25-b0f8-c255905b4336"}], "bb40999f-7459-4c25-b0f8-c255905b4336": {"id": "bb40999f-7459-4c25-b0f8-c255905b4336", "message": {"id": "bb40999f-7459-4c25-b0f8-c255905b4336", "author": {"role": "assistant", "name": null, "metadata": {}}, "create_time": 1715478895.813517, "update_time": null, "content": {"content_type": "text", "parts": ["### Part A: Differences Between a Program's Purpose, Goals, and Objectives\n\n**1. Purpose:**\n\nThe purpose of a program provides the foundational framework that sets the overall direction. It defines the broad aim of the program and answers why it exists. The purpose is essential in grant writing as it communicates the core essence and justification of the program to funders, helping them understand the overarching intent behind the initiative.\n\n**2. Goals:**\n\nGoals are broad, general statements that articulate the desired outcomes the program aims to achieve in the long run. They map out the future and provide a measure of success. Goals are essential in grants because they demonstrate the strategic endpoints of the program, giving funders a clear picture of the intended impact and aligning with their interests and priorities.\n\n**3. Objectives:**\n\nObjectives are specific, measurable steps that outline how the goals will be achieved. They are concise and detailed, often including specific targets and timelines. Objectives are crucial in grant proposals because they provide measurable benchmarks for evaluating the program's success and accountability, ensuring that there are concrete criteria against which the program's effectiveness can be assessed.\n\n### Part B: Grant Proposal Description for CLU Social Impact Innovation Fund\n\n**Proposal: Global Happiness Initiative Foundation (GHIF)**\n\nIn pursuit of enhancing societal well-being, I propose to establish the 'Global Happiness Initiative Foundation' (GHIF). This foundation aims to elevate individuals' quality of life worldwide through comprehensive access to education, healthcare, travel opportunities, and mental health resources. By focusing on these critical areas, GHIF seeks to promote long-term happiness and well-being without the restrictions typically imposed by health conditions. This initiative will operate as a community and global cooperative effort, emphasizing inclusivity and universal benefit. Through strategic partnerships and innovative service delivery, GHIF intends to make a significant impact by transforming

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lives and fostering a more joyful and connected world.\n\n### Part C: Defining the Program/Idea with Purpose, Goals, and Objectives\n\n**1. Purpose:** \n\nThe purpose of the Global Happiness Initiative Foundation is to enhance the overall well-being and happiness of individuals globally by providing unrestricted access to essential life-enhancing services such as education, healthcare, and mental wellness resources.\n\n**2. Goals:** \n\n- **Long-term Goal:** To significantly increase the global population's access to key well-being services, thereby improving quality of life and happiness.\n\n- **Short-term Goal:** To establish and strengthen partnerships with local and international organizations to facilitate service delivery and reach a wider audience.\n\n**3. Objectives:**\n\n- **Objective 1:** By the end of the first year, launch educational programs in at least three countries, benefiting over 10,000 individuals.\n\n- **Objective 2:** Within the first six months, partner with at least five major healthcare providers to offer comprehensive health services with an emphasis on preventive care and mental health.\n\n- **Objective 3:** Develop and implement a scalable model for wellness travel that can be replicated across different regions, evaluated through participant satisfaction and repeat engagement rates."],
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1715478206.056784, "update_time": null, "content": {"content_type": "text", "parts": [{"### Part A: Differences Between a Program's Purpose, Goals, and Objectives\n\nWhen developing a program, especially for grant applications, it's crucial to clearly distinguish between the program's purpose, goals, and objectives. These components serve as critical building blocks in presenting a well-thought-out proposal to potential funders.\n\n1. **Purpose**: The purpose of a program provides the foundational framework that sets the overall direction. It defines the broad aim of the program and answers why it exists. The purpose is essential in grant writing as it communicates the core essence and justification of the program to funders, helping them understand the overarching intent behind the initiative\n\n2. **Goals**: Goals are broad, general statements that articulate the desired outcomes the program aims to achieve in the long run. They map out the future and provide a measure of success. Goals are essential in grants because they demonstrate the strategic endpoints of the program, giving funders a clear picture of the intended impact and aligning with their interests and priorities\n\n3. **Objectives**: Objectives are specific, measurable steps that outline how the goals will be achieved. They are concise and detailed, often including specific targets and timelines. Objectives are crucial in grant proposals because they provide measurable benchmarks for evaluating the program's success and accountability, ensuring that there are concrete criteria against which the program's effectiveness can be assessed\n\n### Part B: Grant Proposal Description for CLU Social Impact Innovation Fund\n\nIn pursuit of enhancing societal well-being, I propose to establish the "Global Happiness Initiative Foundation" (GHIF). This foundation aims to elevate individuals' quality of life worldwide through comprehensive access to education, healthcare, travel opportunities, and mental health resources. By focusing on these critical areas, GHIF seeks to promote long-term happiness and well-being without the restrictions typically imposed by health conditions. This initiative will operate as a community and global cooperative effort, emphasizing inclusivity and universal benefit. Through strategic partnerships and innovative service delivery, GHIF intends to make a significant impact by transforming lives and fostering a more joyful and connected world.\n\n### Part C: Defining the Program/Idea with Purpose, Goals, and Objectives\n\n1. **Purpose**: The purpose of the Global Happiness Initiative Foundation is to enhance the overall well-being and happiness of individuals globally by providing unrestricted access to essential life-enhancing services such as education, healthcare, and mental wellness resources.\n\n2. **Goals**: \n - **Long-term Goal**: To significantly increase the global population's access to key well-being services, thereby improving quality of life and happiness.\n - **Short-term Goal**: To establish and strengthen partnerships with local and international organizations to facilitate service delivery and reach a wider audience.\n\n3. **Objectives**: \n - **Objective 1**: By the end of the first year, launch educational programs in at least three countries, benefiting over 10,000 individuals.\n - **Objective 2**: Within the first six months, partner with at least five major healthcare providers to offer comprehensive health services with an emphasis on preventive care and mental health.\n - **Objective 3**: Develop and implement a scalable model for wellness travel that can be replicated across different regions, evaluated through participant satisfaction and repeat engagement rates.\n\nfind me an academic source or two to support some of these claim or assertions in part b and c maybe"]}, "status": "finished_successfully", "end_turn":

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productivity. Limited access to mental health care increases patient and family suffering. Unmet mental health needs have a negative effect on poverty reduction initiatives and economic development. Untreated mental conditions contribute to economic loss because they increase school and work absenteeism and dropout rates, healthcare expenditure, and unemployment. Addressing unmet mental health needs will require development of better mental health infrastructure and workforce and overall integration of mental and physical health services with primary care, especially in the developing nations.

Ngui E, Ndeti D, Khasakhala L, Roberts J. 2010. International Review of Psychiatry. https://consensus.app/papers/disorders-health-inequalities-ethics-perspective-ngui/64eea738a50c5228bbafc1485b3615b6/?utm_source=chatgpt&doi=10.3109/09540261.2010.485273&volume=22&pages=235-244&search_result_number=2, {paper_title: "The links between education and health." abstract: "University of Illinois, Urbana The positive association between education and health is well established, but explanations for this association are not. Our explanations fall into three categories: (1) work and economic conditions, (2) social-psychological resources, and (3) health lifestyle. We replicate analyses with two samples, cross-sectionally and over time, using two health measures (self-reported health and physical functioning). The first data set comes from a national probability sample of U.S. households in which respondents were interviewed by telephone in 1990 (2,031 respondents, ages 18 to 90). The second data set comes from a national probability sample of U.S. households in which respondents ages 20 to 64 were interviewed by telephone first in 1979 (3,025 respondents), and then again in 1980 (2,436 respondents). Results demonstrate a positive association between education and health and help explain why the association exists. (1) Compared to the poorly educated, well educated respondents are less likely to be unemployed, are more likely to work full-time, to have fulfilling, subjectively rewarding jobs, high incomes, and low economic hardship. Full-time work, fulfilling work, high income, and low economic hardship in turn significantly improve health in all analyses. (2) The well educated report a greater sense of control over their lives and their health, and they have higher levels of social support. The sense of control, and to a lesser extent support, are associated with good health. (3) The well educated are less likely to smoke, are more likely to exercise, to get health check-ups, and to drink moderately, all of which, except check-ups, are associated with good health. We conclude that high educational attainment improves health directly, and it improves health indirectly through work and economic conditions, social-psychological resources, and health lifestyle. The positive association between education and health is well established, but explanations for this association are not. Well educated people experience better health than the poorly educated, as indicated by high levels of self-reported health and physical functioning and low levels of morbidity, mortality, and disability. In contrast, low educational attainment is associated with high rates of infectious disease, many chronic noninfectious diseases, self-reported poor health, shorter survival when sick, and shorter life expectancy (Feldman, Makuc, Kleinman, and Cornoni-Huntley 1989; Guralnik, Land, Fillenbaum, and Branch 1993; Gutzwiller, LaVecchia, Levi, Negri, and Wietlisbach 1989; Kaplan, Haan, and Syme 1987; Kitagawa

and Hauser 1973; Liu, Cedres, and Stamler 1982; Morris 1990; Pappas, Queen, ", "paper_authors":["C. Ross", "Chia-ling Wu"], "paper_publish_year":1995, "publication_journal_name":"American Sociological Review", "consensus_paper_details_url":"https://consensus.app/papers/links-education-health-ross/1b15863a9ff650289ff665ef3abbffea/?utm_source=chatgpt", "doi":"10.2307/2096319", "volume":"60", "pages":"719-745", "search_result_number":3}, {"paper_title":"The Global Impact of COVID-19 on Mental Health of General Population: A Narrative Review", "abstract":"Mental wellness is a crucial component of happiness. A person is happy with better relationships, financial stability, good mental health, and longevity. Disinformation, stigma, ongoing isolation, and disruption of daily activities are all quite prevalent. Any of these elements may impact one's mental health. The Ministry of Health and Family Welfare has taken several steps to address COVID's mental health concerns. In addition to frontline healthcare personnel, who engage in dealing with COVID-19, the general population's mental health was also at stake due to the unprecedented and catastrophic emergency of COVID. Various keywords, including MeSH terms, were used in PubMed and Google Scholar searches. This paper was based on previously available data and article searches on how COVID-19 affected the mental health of the general population and the elements that may influence it. Quarantine and self-isolation have been found to have affected people's daily livelihoods and behaviors, leading to increased feelings of loneliness, anxiety, dejection, insomnia, risky alcohol and drug use, self-harm, and suicidal thoughts. Many of the victims of COVID-19 who were critical survivors exhibited lasting psychological harm a year after being discharged, including high anxiety levels, melancholy, and post-traumatic stress disorder. Healthcare employees too experienced significant psychological consequences due to factors such as an excessive workload or the number of hours worked, inadequate personal safety equipment, overly enthusiastic media coverage, and a sense of being under-supported. As a result of this major disaster, mental health concerns have surfaced, perhaps leading to long-term health problems, loneliness, and guilt. To reduce this deportment, global health solutions should be used, particularly while executing the isolation/quarantine and dealing with the people with fear and vulnerability. The mental health of the general population should be at the forefront of any worldwide response.", "paper_authors":["Deepak Vishwakarma", "A. Gaidhane", "Sonali G. Choudhari"], "paper_publish_year":2022, "publication_journal_name":"Cureus", "consensus_paper_details_url":"https://consensus.app/papers/impact-covid19-mental-health-general-population-vishwakarma/7c843b389ad25f898ae89a5606f353a3/?utm_source=chatgpt", "doi":"10.7759/cureus.30627", "volume":"14", "pages":"14", "search_result_number":4}, {"paper_title":"Impact of Psychological and Social Determinants on Health", "abstract":"The World Health Organization defines the Social Determinants of Health (SDH) as \\"the conditions under which people are born, grow, work, live, and age, as well as the broader set of forces and systems influencing the conditions of daily life\\". Psychosocial variables and social determinants both have an important role in determining a person's health and

well-being. The psychological, social, and cultural dimensions of these issues can have an impact on a person's behavior and health. Stress, education, poverty, social exclusion, discrimination, and violence are a few examples of these psychosocial determinants. These elements can be protective or, on the other hand, raise the risk of physical and mental illness and lower people's quality of life. Social determinants of health are a combination of social, economic, and physical factors. They play a role in determining the patterns of illness, disease, and health that are observed in a population. They establish the circumstances in which people are conceived, develop, live, work, and age. Health and medical care, economic security, social and communal context, local geography and built environment, and education are all examples of social determinants of health. The connection between individuals and their social and physical environments frequently worsens poor health outcomes. Low socioeconomic position, unemployment, strained family ties, and hazardous neighborhoods have been shown in studies to have a significant negative impact on mental health. Additionally, those who suffer from severe psychological disorders are more probable to experience social segregation, poverty, food insecurity and housing uncertainty all of which can decrease quality of life and hamper rehabilitation. Pakistan experienced the largest gain among the SAARC nations between 2013 and 2018, increasing its happiness score by 26 points, and is expected to rank among the top 20 gainers globally in 2020 [2]. However, it lowers to 4.934 from 2018-2020 and is ranked 105 out of 149 happiest countries. There could be a number of causes for this downward tendency. The need of the hour is to pinpoint the causes of Pakistan's declining happiness level. These findings would help policymakers get rid of or manage the factors contributing to people's lower levels of happiness. It is improbable to understate the importance of social and psychological factors in determining health. Healthcare systems and politicians may create initiatives that successfully promote well-being, lessen health inequities, and enhance overall health outcomes by understanding and addressing these variables. A healthier and more equal society must be built via comprehensive strategies that incorporate socioeconomic inequities and mental health care. In order to promote a more inclusive and sustainable society, the international community is making great progress towards reaching many Sustainable Development Goals (SDGs). We are covering several SDGs described by United Nations which include: SDG 1, 'No Poverty'; SDG 2, 'Zero Hunger'; SDG 3, 'Good Health and Well-being'; SDG 4, 'Quality Education'; SDG 5, 'Gender Equality'; SDG 8, 'Decent Work and Economic Growth'; and SDG 10, 'Reduced Inequalities'. The elimination of poverty, hunger, and inequality, as well as the promotion of sustainable economic growth, are the top priorities behind these objectives. By achieving these objectives, we can collectively work towards a more sustainable and equitable future in which no one is left behind.

"paper_authors": [Riffat Mehboob], "paper_publish_year": 2023, "publication_journal_name": Pakistan Journal of Health Sciences, "consensus_paper_details_url": https://consensus.app/papers/impact-psychological-social-determinants-health-mehboob/159021fe111e5366b45f35adcb47cd5c/?utm_source=chatgpt, "doi": 10.54393/pjhs.v4i07.896, "volume": , "pages": 5, "search_result_number": 5, {"paper_title": Happiness and health across the lifespan in five major cities: The impact of place and

government performance. "abstract"; RATIONALE A growing body of research suggests that urban design has an effect on health and well-being. There have been very few studies to date, however, that compare these effects across the lifespan. OBJECTIVE The current study examines the direct and indirect effects of the city environment on happiness. It was hypothesised that citizens' ratings of their city along dimensions of performance (e.g., basic – usually government – services related to education, healthcare, social services, and policing) and place (e.g., the beauty of the city and a built environment that provides access to cultural, sport, park, transport, and shopping amenities) would be significant predictors of happiness but that the nature of these effects would change over the lifespan. METHODS 5000 adults aged 25–85 years old living in Berlin, Paris, London, New York, and Toronto completed the Quality of Life Survey in 2007.

Respondents reported their happiness levels and evaluated their city along place and performance dimensions. RESULTS The results of the study demonstrate an interesting, and complex relationship between the city environment and happiness of residents across the lifespan. Findings suggest that the happiness of younger residents is a function of having easy access to cultural, shopping, transport, parks and sport amenities and the attractiveness of their cities (i.e. place variables). The happiness of older residents is associated more with the provision of quality governmental services (i.e., performance variables). Place and performance variables also have an effect on health and social connections, which are strongly linked to happiness for all residents. CONCLUSION Younger adults' happiness is more strongly related to the accessibility of amenities that add to the quality of a city's cultural and place characteristics; older adults' happiness is more strongly related to the quality of services provided within a city that enable residents to age in place. These results indicate that, in order to be all things to all people, cities should emphasize quality services (e.g., good policing, schools, healthcare access), beauty and character, and provide easy access to transport amenities and cultural and recreational opportunities.

Keywords: paper_authors: [M. Hogan; K. Leyden; Ronan J. Conway; A. Goldberg; Deirdre M J Walsh; P. McKenna-Plumley]; paper_publish_year: 2016; publication_journal_name: Social science & medicine; consensus_paper_details_url: https://consensus.app/papers/happiness-health-across-lifespan-five-cities-government-hogan/834ffdb9842f5295b73cc78e5a46fd9a/?utm_source=chatgpt; doi: 10.1016/j.socscimed.2016.06.030; volume: 162; pages: 168–76

search_result_number: 6, {paper_title: Physical Activity, Body Image, and Subjective

Well-Being; abstract: The notion of well-being is in tight relation and sometimes used interchangeably, with quality of life, physical and mental health promotion, good living, or happiness. Physical appearance is one of the first individual characteristics noticed by others and has an important impact on social interactions and therefore has become very important construct in contemporary societies. The aim of this chapter is to discuss the influence of physical exercise on the subjective well-being dimension related to better health and eventually happiness. In contrast, the physical inactivity determined by the increasing amount of

time spent in sedentary activities is becoming an issue with serious consequences, being the cause of more than 5 million death/year globally. Physical activity favorably influences mental health, improves the emotional state and reduces the incidence and severity of diseases and pathological conditions, such as cardiovascular disease, type II diabetes, osteoarthritis, osteoporosis, and obesity. Promoting physical activity, physical and health education and sport as healthy lifestyle components in schools, universities and lifelong learning targets the enhancement of vigour, resilience, employment, and social outcomes for graduates and communities. Motives of physical inactivity were discussed aiming to underpin possible remedial solution for better health, quality of life and well-being.

Pop"], "paper_publish_year":2017, "publication_journal_name":"Consensus", "consensus_paper_details_url":"https://consensus.app/papers/activity-body-image-subjective-well-being-pop/65f24b048e1a52be81d842ad70e9c174/?utm_source=chatgpt", "doi":"10.5772/INTECHOPEN.68333", "volume":"", "pages":"", "search_result_number":7}, {"paper_title":"The impact of a wellbeing program imbedded in university classes: the importance of valuing happiness, baseline wellbeing and practice frequency", "abstract":"ABSTRACT Universities must prepare students for a complex world, but current mental health levels impair student outcomes. Increased concern over student wellbeing has fostered the demand for positive education interventions \u2013 a relatively new topic requiring more research. We tested a positive psychology wellbeing intervention imbedded in undergraduate psychology classes with three studies and 469 participants. Intervention outcomes across three years indicate improvements in wellbeing, positive affect, negative affect and clinical wellbeing categories. Comparisons with an active control indicated the intervention buffered against semester stress. Practice frequency had little effect on wellbeing, however wellbeing gains were higher for students with low baseline wellbeing and those who valued happiness more \u2013 suggesting positive education interventions have greater value for some students. This research has important implications for student wellbeing, indicating that imbedded wellbeing programs can improve student wellbeing with minimal resources and low stigma.", "paper_authors":["Tarli K. H. Young", "Sarah Macinnes", "A. Jarden", "R. Colla"], "paper_publish_year":2020, "publication_journal_name":"Studies in Higher Education", "consensus_paper_details_url":"https://consensus.app/papers/impact-wellbeing-program-imbedded-university-classes-young/68aa7ccf553b55198ec4db57e5a3085a/?utm_source=chatgpt", "doi":"10.1080/03075079.2020.1793932", "volume":"47", "pages":"751 - 770", "search_result_number":8}, {"paper_title":"Mental Health for All: The Case for Investing in Digital Mental Health to Improve Global Outcomes, Access, and Innovation in Low-Resource Settings", "abstract":"Mental health disorders are an increasing global public health concern that contribute to morbidity, mortality, disability, and healthcare costs across the world. Biomedical and psychological research has come a long way in identifying the importance of mental health and its impact on behavioral

risk factors, physiological health, and overall quality of life. Despite this, access to psychological and psychiatric services remains widely unavailable and is a challenge for many healthcare systems, particularly those in developing countries. This review article highlights the strengths and opportunities brought forward by digital mental health in narrowing this divide. Further, it points to the economic and societal benefits of effectively managing mental illness, making a case for investing resources into mental healthcare as a larger priority for large non-governmental organizations and individual nations across the

globe. ";";paper_authors":[";Manuel Faria";,";Stella Tan Pei Zin";,";Roman Chestnov";,";Anne Marie Novak";,";S. Lev-Ari";,";M.

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faria/25d241402d4a56d48b5a362c57c617af/?utm_source=chatgpt";,";doi";:";10.3390/jcm12216735";,";volume";:";12";,";pages";:";&

quot;;,";search_result_number";:9}, {";paper_title";:";A correlation study of job satisfaction and quality of work life of the employees working in a mental health institution";,";abstract";:";The healthcare sector has

not been untouched by globalization over the years. On observing the healthcare delivery and medical education in today\u2019s scenario, it has been observed that there have been a lot of modifications in professional roles as well as boundaries.

The job satisfaction of the employees working in mental health institution plays a vital role on their quality of life. The present study has aimed to explore the correlation of job satisfaction and quality of lifeamong employees working in mental

health institution. A sample of 100 employees working in mental health institution completed a set of the two structured questionnaires by World Health Organization

(quality of Life) and B.L Dubey (Job satisfaction) through Purposive and Snowball sampling. The findings provide evidence on the possible factors that the healthcare

organizations need to focus on, to ensure the job satisfaction of employees. There was a significant impact of job satisfaction on mental

health";,";paper_authors":[";Sveta Kumari Pathak";,";N.

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";";,";search_result_number";:10}, {";paper_title";:";Global Mental Health: sharing and synthesizing knowledge for sustainable

development";,";abstract";:";Global mental health (GMH) is a growing domain with an increasing capacity to positively impact the world community's

efforts for sustainable development and wellbeing. Sharing and synthesizing GMH and multi-sectoral knowledge, the focus of this paper, is an important way to support

these global efforts. This paper consolidates some of the most recent and relevant

\u2018context resources\u2019 [global multi-sector (GMS) materials, emphasizing world reports on major issues] and \u2018core resources\u2019 (GMH materials, including

newsletters, texts, conferences, training, etc.). In addition to offering a guided index of materials, it presents an orientation framework (global integration) to help make important information as accessible and useful as possible. Mental health colleagues are encouraged to stay current in GMH and global issues, to engage in the emerging agendas for sustainable development and wellbeing, and to intentionally connect and contribute across sectors. Colleagues in all sectors are encouraged to do likewise, and to take advantage of the wealth of shared and synthesized knowledge in the GMH domain, such as the materials featured in this paper.

“;paper_authors”: “Kelly S. O’Donnell”; “M. L. O’Donnell”], “paper_publish_year”: 2016, “publication_journal_name”: “Global Mental Health”; “consensus_paper_details_url”: “https://consensus.app/papers/global-mental-health-sharing-synthesizing-knowledge-odonnell/601402696d25564eb109dcad5735cc98/?utm_source=chatgpt”; “doi”: “10.1017/gmh.2016.22”; “volume”: “3”; “pages”: “”; “search_result_number”: 11}, {“paper_title”: “Global health funding and economic development”; “abstract”: “The impact of increased national wealth, as measured by Gross Domestic Product (GDP), on public health is widely understood, however an equally important but less well-acclaimed relationship exists between improvements in health and the growth of an economy. Communicable diseases such as HIV, TB, Malaria and the Neglected Tropical Diseases (NTDs) are impacting many of the world’s poorest and most vulnerable populations, and depressing economic development. Sickness and disease has decreased the size and capabilities of the workforce through impeding access to education and suppressing foreign direct investment (FDI). There is clear evidence that by investing in health improvements a significant increase in GDP per capita can be attained in four ways: Firstly, healthier populations are more economically productive; secondly, proactive healthcare leads to decrease in many of the additive healthcare costs associated with lack of care (treating opportunistic infections in the case of HIV for example); thirdly, improved health represents a real economic and developmental outcome in-and-of itself and finally, healthcare spending capitalises on the Keynesian 'economic multiplier' effect. Continued under-investment in health and health systems represent an important threat to our future global prosperity. This editorial calls for a recognition of health as a major engine of economic growth and for commensurate investment in public health, particularly in poor countries.”; “paper_authors”: “G. Martin”; “A. Grant”; “Mark D’Agostino”], “paper_publish_year”: 2012, “publication_journal_name”: “Globalization and Health”; “consensus_paper_details_url”: “https://consensus.app/papers/global-health-funding-development-martin/aa768b60a17f5e90871aa8d2e1044683/?utm_source=chatgpt”; “doi”: “10.1186/1744-8603-8-8”; “volume”: “8”; “pages”: “8 - 8”; “search_result_number”: 12}, {“paper_title”: “Conceptualisations of positive mental health and wellbeing among children and adolescents in low\‐ and middle\‐income countries: A systematic review and narrative synthesis”; “abstract”: “Mental illnesses are the leading causes of global disease burden. The impact is heightened in low\‐ and middle\‐income

countries (LMICs) due to embryonic care systems and extant barriers to healthcare access. Understanding children and adolescents' conceptualisations of mental health wellbeing in these settings is important to optimize health prevention and promotion initiatives.

Renwick L, Pedley I, Johnson S, Bell V, Lovell P, Bee P, Brooks J. 2021. Health Expectations : An International Journal of Public Participation in Health Care and Health Policy. https://consensus.app/papers/conceptualisations-health-wellbeing-among-children-renwick/10459015643751bfb78d95ade3495259/?utm_source=chatgpt&doi=10.1111/hex.13407; volume: 25; pages: 61 - 79; search_result_number: 13. <https://doi.org/10.1111/hex.13407>

Health Literacy and Well-Being in Older

Adults

Objective: Although health problems are often a natural consequence of aging, many older adults struggle to manage their health care problems. Health literacy refers to the ability to access, process, and use health information to make appropriate decisions to promote good overall health. Low levels of health literacy are associated with a host of negative outcomes such as less efficient use of healthcare services, higher healthcare costs, increased mortality, and poorer self-rated health. In those with medical conditions (e.g., diabetes), lower health literacy is linked with higher levels of depression. It is important to investigate whether mental health is linked to health literacy as understanding these links has the potential to identify those at risk for negative outcomes and thus implement protective strategies. Therefore, the current study sought to determine the extent to which various mental health constructs such as happiness, well-being, anxiety and depression are related to health literacy in a community-based sample of cognitively healthy individuals. We hypothesized that higher levels of health literacy would be associated with higher self-reported well-being, happiness, and lower anxiety and depression. Participants and Methods: Design - Cross-sectional, prospective study. Setting - Community-based. 93 individuals were included with mean age=59.02 years (SD=15.12) and mean education=15.70 (SD=2.39). 60% were women, the majority were White (55%) while 38% were Black and 7% belonged to other races; 90% were non-Hispanic. Measures: Health Literacy - Health literacy was measured by an 8-item instrument in the Rush Memory and Aging Project that examined the participant's understanding of health care, treatment, and related behaviors. Happiness - Happiness was measured by 5 items from the Satisfaction with Life Scale using a 7-point scale (1 = strongly agree; 7 = strongly disagree). Higher scores indicated lower levels of happiness. Well-being - Well-being was measured with an 18-item instrument from the Rush Memory and Aging project, with higher scores indicating better well-being. Statistics: Bivariate correlations between age, education, and mental health measures and health literacy were examined. Results: Higher level of health literacy was significantly associated with age ($r = .282$ $p = .009$) and education ($r = .228$ $p = .039$). Contrary to our hypothesis, health literacy was not significantly associated with happiness ($r = .002$ $p = .987$), well-being ($r = .037$ $p = .742$), depression ($r = .005$ $p = .962$) or anxiety ($r = -.064$ $p = .568$). Even after controlling for age and education, these associations remained significant. Conclusions: Higher level of healthy literacy was associated with older age and higher level of education. However, no significant

association was found between health literacy and mental health measures of happiness, well-being, depression, and anxiety in cognitively healthy individuals, even after controlling for demographics. The lack of such associations in this study was unexpected and suggests that other factors such as the presence of health conditions (e.g., diabetes, cancer) might critically contribute to such associations. Future studies should examine these associations in a larger context to better understand how to promote healthy self-care behaviors.

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358, search_result_number: 14}, {paper_title: Health and Wellbeing amidst a Prolonged Pandemic: Implications for Physicians and Patients, abstract: Health is wealth, so goes the popular maxim. The 46th West African College of Physicians Annual General and Scientific Meeting focuses on Health and Wellbeing Amidst a Prolonged Pandemic. Health and wellbeing are closely related components critical to healthy living and cannot be considered independent of each other. While health is a state of total wellbeing; wellbeing is intricately linked with happiness and satisfaction in life. The COVID-19 pandemic has significantly impacted the health and well-being of nations all over the world. In the wake of the pandemic came the COVID-19 recession which brought a crash in the global economy, reduction in productivity, rise in unemployment, massive layoffs, collapse of businesses and manufacturing industries, disruptions in transportation and much more. These harsh economic realities have placed a huge strain on global mental health resulting in physical, mental and social disorders. The workload of the average physician and other health care workers increased tremendously resulting in burnout and psychological stress with a consequent increase in the incidence of psychological disorders including anxiety, depression, suicide and suicidal ideation amongst others. The lack of preparedness for the pandemic and the inequality in strength of healthcare systems across the world prolonged the pandemic and its adverse consequences on health and wellbeing of the populace. Promotion of health and well-being of health care professionals and the populace at large is essential for the growth of any economy and is an essential consideration for stakeholders involved in disease prevention and health promotion.

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whether education influences subjective quality of life. If it does, what are the mechanisms by which education affects well-being? We propose that education improves well-being because it increases access to nonalienated paid work and economic resources that increase the sense of control over life, as well as access to stable social relationships, especially marriage, that increase social support. We examine the relationship between education and a variety of indicators of subjective quality of life—depression, anxiety, anger, aches and pains, malaise, and dissatisfaction. Using two representative national samples collected in 1990 and 1995, we find that the well educated have lower levels of emotional distress (including depression, anxiety, and anger) and physical distress (including aches and pains and malaise), but they do not have lower levels of dissatisfaction. Education reduces distress largely by way of paid work, nonalienated work, and economic resources, which are associated with high personal control; but the extent to which it reduces distress by way of marriage and social support is much more modest. We contrast distress and dissatisfaction as indicators of the subjective quality of life. ","paper_authors": [\"C. Ross","M. V.

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","search_result_number":16}, {"paper_title":"Social Determinants of Health and Happiness of Older Adults in Ghana: Secondary Analysis of Ghana SAGE Wave 2 Longitudinal Data","abstract":"Abstract Background Social determinants of health [SDOH] and happiness have received meaningful consideration as foundational concepts in the field of public health. However, the relationship between the SDOH and happiness of older adults have not received the requisite recognition in Ghana. This study examined the relationship between the SDOH and happiness of older adults in Ghana. Methods The study used data from the 2014/2015 Ghana Study on Global Ageing and Adult Health (SAGE) Wave 2. Data was analysed using the Structural Equation Modeling (SEM) technique to investigate the direct, indirect and covariances of the SDOH and happiness of older adults. Results The results showed positive relationship between the SDOH and happiness among older adults. The economic stability (\u03b2 \u2092\u2090.07), neighbourhood and built environment (\u03b2 \u2092\u2090.02, P \u2092\u2090.001), access to quality education (\u03b2 \u2092\u2090.56, P \u2092\u2090.01), access to healthy food (\u03b2 \u2092\u2090.48, P \u2092\u2090.001) social and community context (\u03b2 \u2092\u2090.41, P \u2092\u2090.05), and access to quality healthcare (\u03b2 \u2092\u2090.80, P \u2092\u2090.001) had direct relationship with happiness of the older adults in Ghana. Conclusion This study shows that the conditions in which older adults were born, live, learn, work, play, worship, and age (SDOH) positively impact their happiness in later life. Neighbourhood and physical environment influence the effect of quality education on happiness of older adults. Social policies and interventions aiming at happiness of older adults should consider the social determinants of health and the mediating effects of food on happiness through quality education, and quality of healthcare system.","paper_authors": [\"J. Oduro","M. A. Oduro","E.

Ameyaw"], "paper_publish_year":2023, "publication_journal_name": "Research Square", "consensus_paper_details_url":"https://consensus.app/papers/determinants-health-happiness-older-adults-ghana-oduro/cad3a708bd2b5a609eadb30870056d95/?utm_source=chatgpt", "doi":"10.21203/rs.3.rs-3224059/v1", "volume":"", "pages":"", "search_result_number":17}, {"paper_title":"Exploring constructs of well-being, happiness and quality of life", "abstract":"Background Existing definitions of happiness, subjective well-being, and quality of life suggest conceptual overlap between these constructs. This study explored the relationship between these well-being constructs by applying widely used measures with satisfactory psychometric properties. Materials and Methods University students (n = 180) completed widely used well-being measures including the Oxford Happiness Questionnaire (OHQ), the World Health Organization Quality of Life Questionnaire, the Satisfaction with Life Scale, and the Positive and Negative Affect Scale. We analyzed the data using correlation, regression, and exploratory factor analysis. Results All included well-being measures demonstrated high loadings on the global well-being construct that explains about 80% of the variance in the OHQ, the psychological domain of Quality of Life and subjective well-being. The results show high positive correlations between happiness, psychological and health domains of quality of life, life satisfaction, and positive affect. Social and environmental domains of quality of life were poor predictors of happiness and subjective well-being after controlling for psychological quality of life. Conclusion Together, these data provide support for a global well-being dimension and interchangeable use of terms happiness, subjective well-being, and psychological quality of life with the current sample and measures. Further investigation with larger heterogeneous samples and other well-being measures is warranted.", "paper_authors":["O. Medvedev", "C. E. Landhuis"], "paper_publish_year":2018, "publication_journal_name":"PeerJ", "consensus_paper_details_url":"https://consensus.app/papers/exploring-constructs-wellbeing-happiness-quality-life-medvedev/966a8083a41f586cac544cb355f4e215/?utm_source=chatgpt", "doi":"10.7717/peerj.4903", "volume":"6", "pages":"", "search_result_number":18}, {"paper_title":"Global Health Education during the COVID-19 Pandemic: Challenges, Adaptations, and Lessons Learned", "abstract":"ABSTRACT. Global health education programs should strive continually to improve the quality of education, increase access, create communities that foster excellence in global health practices, and ensure sustainability. The COVID-19 pandemic forced the University of Minnesota\u2019s extensive global health education programs, which includes a decade of hybrid online and in-person programing, to move completely online. We share our experience, a working framework for evaluating global health educational programming, and lessons learned. Over the decades we have moved from a predominantly passive, lecture-based, in-person course to a hybrid online (passive) course with an intensive hands-on 2-week requirement. The pandemic forced us to explore new active online learning models. We retained our on-demand, online passive didactics, which used experts\u2019 time efficiently and was widely accessible and well received. In addition, we developed a highly effective synchronous online component that we felt replaced some of the hands-on activities effectively and led us to develop new and innovative \u201chands-

on 201d experiences. This new, fully online model combining quality asynchronous and synchronous learning provided many unanticipated advantages, such as increasing access while decreasing our carbon footprint dramatically. By sharing our experience, lessons learned, and resources, we hope to inspire other programs likewise to innovate to improve quality, access, community, and sustainability in global health, especially if these innovations can help decrease negative aspects of global health education such as its environmental impact.

paper_authors: [Kristina M. Krohn, Michael A. Sundberg, Nasreen S Quadri, W. Stauffer, Adriana Dhawan, H. Pogemiller, Viviane Tchonang Leuche, S. Kesler, Tsige Gebreslasse, Megan K. Shaughnessy, B. Pritt, Alma Habib, Beth Scudder, S. Sponsler, S. Dunlop, Brett R Hendel-Paterson], paper_publish_year: 2021, publication_journal_name: The American Journal of Tropical Medicine and Hygiene, consensus_paper_details_url: https://consensus.app/papers/health-education-covid19-pandemic-challenges-krohn/d625515b2cdf55699ed9bd864567de81/?utm_source=chatgpt, doi: 10.4269/ajtmh.21-0773, volume: 105, pages: 1463 - 1467, search_result_number: 19, paper_title: An Eight-Week Zen Meditation and Music Programme for Mindfulness and Happiness: Qualitative Content Analysis, abstract: Mental wellness can be related to healthier living, the learning process and working environments for people in the university community. A wide range of mental wellness programmes have been explored to provide students with pleasant and satisfying experiences. The purpose of this study is to explore the effects of integrating Zen meditation and music listening on the mindfulness and happiness levels of university music therapy students. A qualitative methodology was used, and data were collected through surveys and semi-structured interviews. To investigate various aspects of data regarding the role of the meditation and music (MM) programme for mindfulness and happiness, this study used thematic analysis within a qualitative research design. The findings of this study suggest that the 8-week Mindfulness Meditation (MM) programme is a potential approach for enhancing mindfulness, happiness and stress management. These results carry broader implications, particularly in terms of supporting mental health resources in higher education. Furthermore, the study contributes to the ongoing discussion regarding the positive impact of combining meditation and music to promote mental well-being. This integrated approach has the potential to strengthen coping strategies and further promote the integration of music and meditation practices in various contexts, including higher education.

paper_authors: [Mi Hyang Hwang, Leslie Bunt, Catherine Warner], paper_publish_year: 2023, publication_journal_name: International Journal of Environmental Research and Public Health, consensus_paper_details_url: https://consensus.app/papers/meditation-music-programme-mindfulness-happiness-hwang/309b5b02fbec5cfa89395ccd3376a14/?utm_source=chatgpt, doi: 10.3390/ijerph20237140, volume: 20, pages: 10, search_result_number: 20}], "status": "finished_successfully", "end_turn": null, "weight": 1.0, "metadata": {"invoked_plugin": {"type": "remote", "namespace": "chat_consensus_app__jit_plugin", "plugin_id": "g-


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of academic sources that support the claims and assertions made in Parts B and C of
your document regarding the impact of access to education, healthcare, and mental
health resources on global happiness and well-being:\n\n1. Workplace-Based
Organizational Interventions Promoting Mental Health and Happiness among Healthcare
Workers: A Realist Review - This paper discusses how workplace-based interventions
at the organizational level promote mental health and wellbeing among healthcare
workers, emphasizing the importance of mental health on happiness and wellbeing. This
supports the assertion that providing comprehensive access to mental health resources
can elevate individuals' quality of life [(Gray et al.,
2019)] (https://consensus.app/papers/workplacebased-interventions-promoting-mental-health-gray/1761dc2ca21d51758182331005f78bcf/?utm\_source=chatgpt).\n\n2. The Links
Between Education and Health - This study elaborates on the positive association
between education and health, showing how higher educational attainment leads to
better health outcomes. It explains that this relationship enhances individual well-
being by providing better job opportunities, higher income, and greater social support.
This directly supports the program's focus on enhancing global happiness through
access to education [(Ross & Wu, 1995)] (https://consensus.app/papers/links-education-health-ross/1b15863a9ff650289ff665ef3abbffea/?utm\_source=chatgpt).\n\nThese
sources provide evidence that the foundational aspects of the 'Global Happiness
Initiative Foundation' such as promoting access to education and mental health
care can significantly improve individual and community well-being globally.\n\nLike
our GPT? Try our full AI-powered search engine and academic features for free at
[consensus.app] (https://consensus.app/?utm\_source=chatgpt)."]}, "status":
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motivation for recreational travel: why do people travel for recreation? Why do they choose this activity over others? While variations in motives can be found between and within individuals and between various types of travel (vacation versus weekend travel), the basic psychological mechanism is likely to be the same for most of recreational travel. It is shown that like leisure behaviour in general, recreational travel is a dialectical optimizing process, in which two forces simultaneously influence a person: the desire to leave the personal and/or interpersonal environment behind oneself and the desire to pursue or gain certain personal and/or interpersonal rewards. This process ...";";paper_authors";:[";S. Iso-

ahola";],";paper_publish_year";:1983,";publication_journal_name";:";Leisure Studies";,";consensus_paper_details_url";:";https://consensus.app/papers/towards-psychology-travel-

isoahola/a2266a3a847851beb1186d5bcd5010e4/?utm_source=chatgpt";,";doi";:";10.1080/02614368300390041";,";volume";:";2";,";pages";:";45-56";,";search_result_number";:3}, {";paper_title";:";Does Physical Activity during Alpine Vacations Increase Tourists\u2019 Well-Being?";,";abstract";:";Physical activities have been proven to have an impact on general well-being in everyday life; however, literature lacks an analysis of the effects of physical activities in vacation settings. Thus, the study aimed at assessing the impacts of physical activity on well-being during vacation by taking a longitudinal approach. We utilized a pre-post within-subject design (n = 101) by testing vacationers prior to, during, and after their vacation in an alpine environment. Therefore, a series of eight linear mixed model analyses of co-variance was performed. The results suggested that the duration of a vacation and the amount of physical activity have a positive impact on the components of well-being, which was expressed by changes in the activation, elation, excitement, and calmness subscales of the Mood Survey Scale. Demographic patterns did not reveal any influences. Physical activity might be a marker for well-being, which influences people\u2019s everyday life and leisure time behavior by motivating them to engage in more physical activity. This research extends the existing literature by (1) proving the effects of vacations on well-being, (2) pointing out the effects of demographic predeterminations, and (3) gathering in-depth knowledge about the role of physical activity in changes to well-being.";,";paper_authors";:[";Philipp Schlemmer";,";C. Blank";,";M. Schnitzer";],";paper_publish_year";:2019,";publication_journal_name";:";International Journal of Environmental Research and Public Health";,";consensus_paper_details_url";:";https://consensus.app/papers/does-physical-activity-alpine-vacations-increase-

schlemmer/28929fd03dfe5217888ff28afd19cc56/?utm_source=chatgpt";,";doi";:";10.3390/ijerph16101707";,";volume";:";16";,";pages";:";";,";search_result_number";:4}, {";paper_title";:";Vacation from work: A ticket to creativity";,";abstract";:";Abstract Recreational travel may increase creativity by relieving workers from stress, providing diversifying experiences and increasing positive emotions. Consequently, vacations may boost creativity, apparent in a greater variety (flexibility) and originality of ideas after work resumption. In our longitudinal field study,

creativity (measured by Guilford's Alternative Uses Task; independently scored by three raters) was assessed in 46 workers before and after vacation. Potential precursors for creativity changes (i.e. work load, vacation hassles, vacation destination and positive affect) were also explored. Cognitive flexibility increased whereas originality remained the same after vacation. None of the precursors explained variance in creativity changes. Although vacations seem to increase chances on creative insights by raising the amount of available cognitive elements (flexibility), they do not necessarily lead to higher levels of originality (uncommon, remote and clever ideas). Research in larger samples is required to further explore mechanisms that may explain why travel seems to enhance

creativity. "paper_authors": "J. Bloom, S. Ritter, Jana K\u00f6hnel, J. Reinders, S. Geurts", "paper_publish_year": 2014, "publication_journal_name": "Tourism

Management", "consensus_paper_details_url": "https://consensus.app/papers/vacation-work-ticket-creativity-effects-travel-bloom/ce2345f50e685787a42a65d8549110fd/?utm_source=chatgpt", "doi": "10.1016/J.TOURMAN.2014.03.013", "volume": 44, "pages": 164-

171, "search_result_number": 5}, {"paper_title": "The effects of urban inhabitants' nearby outdoor recreation on their well-being and their psychological resilience.", "abstract": "Abstract With the shift to a service based society, providing opportunities for outdoor recreation that enables mental and physiological self-regulation has become an increasingly important landscape function. Recent research has provided considerable evidence that visits to near-natural everyday landscapes promote psychological and physical health. However, little is so far known about the effects of people's regular outdoor recreation in their local natural environment on their well-being and, in particular, on their psychological resilience. In our project we address this research gap by investigating nearby outdoor recreation behaviour in three urbanized regions in Switzerland, each of which has a different predominant culture and language (German, French and Italian speaking). A standardized questionnaire was sent to a random sample of residents (N=1200) in each region. Stepwise regression supported the hypothesis that regular nearby outdoor recreation has a significant but rather marginal effect on respondents' reported well-being and their psychological resilience, even when systematically controlled. However, similar effect sizes, in particular in terms of psychological resilience, were found with other leisure activities. More generally, we found that well-being and psychological resilience were influenced by different factors, and that increasing psychological resilience mainly required a long duration of recreation or leisure activities. Management implications This paper provides robust evidence that urban inhabitants' regular outdoor recreation in the nearby natural environment has positive effects on their emotional well-being and their psychological resilience. The findings suggest that the quality of the nearby recreation area is at least as important condition for these benefits as the easy access to these areas. Inhabitants' satisfaction with the recreation area, their activity level within the recreation areas as well as the time spent in the recreation areas appeared to be more relevant predictors for these benefits than the frequency of visits in these areas. Accordingly, managers should invest as much resources in increasing the quality of the recreation areas as in improving their

accessibility. ";";paper_authors";:[";M. Buchecker";,";B. Degenhardt";],";paper_publish_year";:2015,";publication_journal_name";:";Journal of outdoor recreation and tourism";,";consensus_paper_details_url";:";https://consensus.app/papers/effects-inhabitants-recreation-wellbeing-resilience-buchecker/65ac2f8777d65a4c99886b8ed36ddf45/?utm_source=chatgpt";,";doi";:";10.1016/J.JORT.2015.06.007";,";volume";:";10";,";pages";:";55-

62";,";search_result_number";:6},{";paper_title";:";The impact of tourist and travel activities on facets of psychological well-being : research article";,";abstract";:";Tourism is a fast growing industry based on the facilitating of unique, positive experiences for tourists. A fundamental perception, which is that going on holiday will enable people to satisfy their needs to rest and relax, exists. In a literature analysis it was determined that there is a definite link between leisure activities and improved psychological well-being, but the relationship between specific tourist and travel activities and improved psychological well-being has not yet been researched. There is also evidence that the holiday experience may not always foster happiness, satisfaction and relaxation, causing what is commonly known as the 'holiday syndrome'. One of the outcomes of this research showed that up to 30% of the people going on pre-organised tours experienced a clear non-positive impact (not affected or negative impact) on their psychological well-being. Due to the importance of knowing why there are a significant number of tourists who return home feeling unaffected or worse after the holiday tours, possible reasons for the decrease in their well-being were explored. Main stress factors on the tours were identified as too tight time schedules, too little personal time and too much driving. \\nKeywords: Tourism, Tourist and travel activity, Psychological well-being, Happiness\\n South African Journal for Research in Sport, Physical Education and Recreation Vol.26(1) 2004: 97-

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Nienaber";],";paper_publish_year";:2004,";publication_journal_name";:";South African Journal for Research in Sport Physical Education and Recreation";,";consensus_paper_details_url";:";https://consensus.app/papers/impact-tourist-travel-activities-facets-wellbeing-steyn/7a29288ac39d5b66a532d2ef87200c42/?utm_source=chatgpt";,";doi";:";10.4314/SAJRS.V26I1.25880";,";volume";:";26";,";pages";:";97-

106";,";search_result_number";:7},{";paper_title";:";Modeling Recreation Choices over the Family

Lifecycle";,";abstract";:";Recreation decisions have traditionally been studied in tourism and leisure management. However, the topic has recently started to be studied on the transportation research field. This increasing interest in recreation travel reflects the fact that the share of recreation trips is rapidly increasing in many countries, and is expected to further increase due to changes in socio-demographics, lifestyles and other dynamic processes. Besides, these activities generate trips, and when summed up with the usual daily commuting trips contribute to emission levels and congestion and consequently, to the decrease of mobility and quality of life. In the Randstad area these mobility problems are even greater. Because of changes in the offerings of leisure and tourism products and services, the

associated travel may contribute increasingly to emissions and a better understanding of this behavior from the perspective of sustainable development is therefore highly relevant. The individual's travel behavior may change over time, given different family lifecycle stages. For instance, the arrival of the first child may change drastically the recreation decisions of a young couple. Based on the exposed, the goal of this research was to better understand agenda formation and the dynamics of specific facets of recreation behavior as a function of lifecycle, controlling for others. The facets that make part of the recreation agenda formation (such as destination, transport mode, etc) are strongly dependent from each other. Thus, it is important to capture this notion of portfolio choice when studying recreation decisions. In the context of this research, recreation includes both vacation (tourism) and out-of-home leisure activities. Several analyses were performed, based on four different sources of data. The first dataset is a panel called CVO collected by NBTC-NIPO, where 838 respondents were followed from 2002 to 2009. It collects information about the annual holiday behavior of Dutch people. Several analyses were performed with the goal of exploring the determinants of vacation agenda formation of different lifecycle groups. A Bayesian belief network (BN) was applied in order to find relationships between lifecycle stages and other variables of the vacation portfolio. The resulting network showed the direct and indirect relations between socio-demographic variables and the variables that make part of a vacation portfolio. Some clear relationships, largely consistent with the existing literature, were found. Overall, the results indicated the interdependencies between choice facets underlying vacation portfolios and their relationships with certain socio-demographic variables. The focus was then shifted to the individual level, with the development of two models meant to better understand agenda formation and the dynamics of specific facets as a function of lifecycle stages, controlling for other variables. These models account for heterogeneity in individual preferences (mixed logit model). The first model explored transport mode choice, and in addition, complementarity and substitution patterns between the transport mode alternatives. Results demonstrated that the proposed model formulation is valuable to analyze tourist's choices over time as it allows parameters associated with each variable to vary randomly across individuals. Coefficients showed that Dutch tourists prefer to use the car for their vacation trips. The other modes act as complements to the car, whereas they substitute each other when car is not used for vacation trips. This may indicate that respondents tend to adapt to the available transport mode options. Car ownership seems to affect the decisions of the other tourist components (destination, travel party etc). The same holds for the contrary, for households without a car or when the car cannot be used because of imposed constraints, e.g., a destination too far away, the public transport options will then act as substitutes to each other. Based on the empirical results of the estimated coefficients for the interactions between transport mode choice and the socio-demographic variables (lifecycle and income), some conclusions can be drawn. First, the differences in behavior given individual's lifecycle stages can be explained in general by flexibility/constraints given age and/or household composition. Furthermore, the interaction between the transport mode choice and income resulted in coefficients that increase linearly as income level increases. The findings from this study also suggest that transport mode choice is strongly associated to the overall vacation profile decisions, as most of the interaction effects between the dependent and independent variables are significant. The other model developed based on the second dataset investigated choice of vacation length of stay. This dynamic mixed

logit model accounted for both state dependency and heterogeneity in respondent's preferences. Length of stay options included short (1 to 3 nights), medium (4 to 9 nights), long (10 nights or more) vacations, and the decision not to go on vacation in a particular month in a specific year, used as the reference level in the model specification. The effects of seasonality, income, lifecycle stages characteristics and the influence of past choices in the choice of vacation length of stay were explored. Seasonality effects were accounted with the inclusion of month-specific variables. Results indicate that Dutch vacationers have preferences for taking their vacation during the main holidays periods and warm seasons. As for lifecycle stages, it seems that vacation choices are rather affected by the age of the children present in the household than by the age of the parents. In the case of income, results are in line with expectations and with the results shown previously on the transport mode choice model: utility increases with increasing income levels. The second dataset was collected through an Internet-based survey, using a software developed by our research group. The aim was to better understand the determinants of vacation choice of a sample of students. A literature review was developed, followed by a descriptive analysis of the student's past and intended vacation behavior. Further, a stated choice portfolio experiment specifically to analyze the factors influencing transport mode choice of students in the context of their vacation behavior. Results of the multinomial logit model indicate that costs predominantly influence their portfolio choices, especially because of the advent of the low-fare airlines. The attributes that are significant tend to amplify the specific role of transport modes in general and low-fare airlines in particular. The reference-dependent model for airlines preference confirm this finding as price sensitivity for low-fare airlines was higher than for the other modes. The third dataset was collected using a web-based survey. The 838 respondents who participated in the CVO data collection were invited to complete an online survey with a set of additional questions regarding their vacation plans. The aim was to explore if there are differences between choice facets in terms of when they are planned and to analyze the effect of lifecycle stages, income and travel experience in the level of vacation planning. Estimated coefficients show that the probability of a facet being planned increases as time to the vacation trip decreases, and that there are differences in terms of when different vacation facets are planned. The fourth dataset is about leisure activities (CVTO), collected in 2008 by NBTC-NIPO. A BN model was developed in order to find direct and indirect associations between the variables. Then, a binary mixed logit model accounting for heterogeneity in individual preferences was estimated; complementarity and substitution patterns between leisure purpose alternatives were analyzed. Results demonstrated that the proposed model formulation is valuable to analyze individual's choices over time as it allows parameters associated with each variable to vary randomly across individuals. In terms of such substitution and complementary relationships between activity purposes it was found that outdoor activities decrease the propensity to perform sports or hobbies/courses activities. However, it increases the propensity to perform fun shopping and going out/culture. Based on the empirical results of the estimated coefficients for the interactions between leisure activity purpose and socio-demographics variables, some conclusions can be drawn. First, the differences in behavior given individual's lifecycle stages are in general explained by the flexibility/constraints spectrum typical of each group. Gender and social class exerts a small influence on activity purpose choice, although there are some differences between alternatives. The findings from this study also suggest that leisure activity

purpose choice is strongly associated to the activity-related variables as most of the interaction effects between the dependent and independent variables are significant. The analysis of the importance of each attribute to the overall utility of an alternative indicates that especially lifecycle stages and travel party strongly influences activity purpose choice. The overall results in relation to the influence of lifecycle stages on vacation and leisure activities choice suggest that the differences in behavior given individual's lifecycle stages are in general explained by the flexibility or constraints typical of each group. Time and budget availability, and imposed constraints given age and/or household composition are the main factors explaining these differences. A better understanding of agenda formation of individuals as a function of their lifecycle stage characteristics is therefore highly relevant from the perspective of urban sustainable development.

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swimming, wildlife/nature viewing, and hiking. Results indicated an association between respondent psychographic scores and their projected activity preferences while on vacation.

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 "abstract": "Estimates tell us that there are more than 1 billion tourists currently roaming around the planet.1 By the year 2050, one in two people on the planet is expected to be a tourist.2 Millions of travel movements every day affect millions of individuals, numerous societies, and environments in multiple ways. In the popular media and within the broader academic community, tourism is often, and arguably unjustly, marginalized and regarded as frivolous leisure, or simply, a big business.3 Yet, tourism could be seen equally as a human activity focused on the pursuit of greater well-being away from usual domiciles.4 Until recently, potential health and well-being benefits of leisure tourism have not received sustained, cross-disciplinary empirical attention.5,6 I am approaching this editorial as a social scientist specializing in well-being and tourism research. The purpose here is to put forward a case to the medical community that it is time to more seriously consider the role of diverse tourism

activities in enhancing human health and well-being. I will not be discussing health complications related to travel experiences, as they have been well documented in this journal;⁷ instead I will try to outline some potential benefits of vacations.

While each vacation does not always work out as planned, on average, vacation experiences have positive effects on human well-being.^{8,9,10} There is increasingly a pool of empirical evidence that vacation activities of well-defined cohorts of tourists traveling in particular ways to

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“search_result_number”:12}, {“paper_title”: “An investigation into the impact of vacation travel on the tourist”, “abstract”: “This paper explored the impact of vacation travel on the self using a questionnaire survey and interviews. Vacation travel emerged as a form of learning about the self, a journey of self-discovery rather than self-recovery. Travel impacts are predominantly self-centered, producing changes that provide opportunities for personal growth. Experiences leading to these changes are mainly influenced by interactions with the other. Importantly, no significant association was found between personality type and being impacted, and no difference was found between a pleasurable and a miserable experience and being impacted. Both findings offer a contribution to knowledge and a platform for further research.”

“paper_authors”: [“Z. Alexander”, “Ali Bakir”, “E. Wickens”], “paper_publish_year”:2010, “publication_journal_name”: “International Journal of Tourism Research”, “consensus_paper_details_url”: “https://consensus.app/papers/investigation-impact-vacation-travel-tourist-alexander/43706f24f9515d81b31a938a86cfcc95/?utm_source=chatgpt”, “doi”: “10.1002/JTR.777”, “volume”: “12”, “pages”: “574–590”, “search_result_number”:13}, {“paper_title”: “Reducing CO2 Emissions from Domestic Travel: Exploring the Social and Health Impacts”, “abstract”: “The importance and meaning of social and recreational travel for a diverse group of Auckland residents is explored in this article. Study participants identified a range of social and health benefits, including maintaining social connections with family and friends, opportunities to participate in physical activity, and reducing stress. However, many of these trips are by car. New Zealand has one of the highest rates of private car ownership internationally, low-density urban development, and a poor public transport infrastructure. Social and recreational trips make up a sizeable proportion of domestic travel and are contributing to New Zealand’s increasing rate of CO2 emissions. There is an obvious need to address the negative ecological impacts of

human activity. Our findings suggest that alongside strategies to reduce CO2 emissions, it also is important to introduce measures to maintain the benefits from social and recreational travel. Suggestions are made for further areas of research. ","paper_authors":["S. Greenaway","T. McCreanor","K.

Witten"],"paper_publish_year":2008,"publication_journal_name":"EcoHealth","consensus_paper_details_url":"https://consensus.app/papers/reducing-emissions-domestic-travel-exploring-social-greenaway/683af71493e159059c733c0b96728fa3/?utm_source=chatgpt","doi":"10.1007/s10393-009-0216-

2","volume":"5","pages":"504-512","search_result_number":14}, {"paper_title":"Health and Wellness Benefits of Travel Experiences","abstract":"Tourism has been widely regarded as a mentally and physically healthy pursuit. Thus, recent studies in tourism have paid more attention to the benefits of travel experiences.

However, most studies pertaining to the topic have been conducted in the fields of organizational behavior and health science. Therefore, this research attempts to provide a comprehensive review of the literature on the health and wellness benefits of travel. The results revealed that positive effects of travel experiences on perceived health and wellness have been demonstrated by multiple studies. These benefits have been found to gradually diminish after a vacation. It was also found that there is a lack of research demonstrating the positive effect of travel experiences on physical health. Based on these findings, directions for future research are addressed. ","paper_authors":["Chun-Chu Chen","J. Petrick"],"paper_publish_year":2013,"publication_journal_name":"Journal of Travel

Research","consensus_paper_details_url":"https://consensus.app/papers/health-wellness-benefits-travel-experiences-chen/c3169bfb6ccd5c5d965cfa5eb72fd9b9/?utm_source=chatgpt","doi":"10.1177/0047287513496477","volume":"52","pages":"709 -

719","search_result_number":15}, {"paper_title":"Staycation or holiday? Exploring camping\u2019s contribution to subjective well-being during COVID-19","abstract":"ABSTRACT With the COVID-19 pandemic-related travel restrictions, and staycations emerged as a popular alternative to holidays. This study investigated whether there are differential impacts on subjective well-being between staycations and holidays, and identified the factors that influence the acquisition of subjective well-being. The results showed no significant differences in subjective well-being between the two types of activities. Furthermore, the study identified distinct factors that influenced the subjective well-being of each group. These findings have important implications for promoting sustainable and local tourism, and in understanding the effects of spatial urban planning on well-being. ","paper_authors":["Fangyu Liu","Ying Zhao","Zidan

Mao"],"paper_publish_year":2023,"publication_journal_name":"Asia Pacific Journal of Tourism Research","consensus_paper_details_url":"https://consensus.app/papers/staycation-holiday-exploring-camping-contribution-

tourists' activity levels were significantly related to their psychological well-being, but their satisfaction with the tours was not.

“paper_authors”: [“Sherrie Wei”, “A. Milman”], “paper_publish_year”: 2002, “publication_journal_name”: “Journal of Hospitality & Tourism Research”, “consensus_paper_details_url”: “https://consensus.app/papers/impact-participation-activities-vacation-seniors-wei/0ae9434e960f5ed9b9af96f89ad6a83b/?utm_source=chatgpt”, “doi”: “10.1177/1096348002026002006”, “volume”: “26”, “pages”: “175 – 185”, “search_result_number”: 18}, {“paper_title”: “The holiday makers: Understanding the impact of leisure and travel”, “abstract”: “Introduction The model of life in industrial society work, home, free time, travel – An outline of the model Under the dictates of the economy The credo for a new harmony The holiday machine or: the recreation cycle – The motives of the mobile leisure man – travel between norm, promise and hope Behaviour and experiences while travelling The host population: what they expect and what they get from tourism The encounter between tourists and locals The return and the feedback Indications for a more critical understanding of tourism For a humanization of everyday life – Everyday life in working society: work, home and leisure time in a bottleneck Changing values: opportunities for a new society Proposals for the humanization of travel – The strategies and their philosophies About the concept of a balanced tourist development Ghetto or no ghetto: that is the question Conscious travel: advice and exercises for a different travel behaviour School for a more human tourism References Index.”, “paper_authors”: [“J. Krippendorff”], “paper_publish_year”: 1987, “publication_journal_name”: “”, “consensus_paper_details_url”: “https://consensus.app/papers/holiday-makers-understanding-impact-leisure-travel-krippendorff/3eb458da056c545a985867b8286cf39b/?utm_source=chatgpt”, “doi”: “10.1016/0160-7383(88)90126-0”, “volume”: “”, “pages”: “”, “search_result_number”: 19}, {“paper_title”: “Impact of Individuals' Commuting Trips on Subjective Well-being – Evidence from Xi'an, China”, “abstract”: “Transportation as an important component for urban sustainability has been well recognized. Individual and societal well-being are critical indicators of social sustainability. However, little attention, from both a research and policy perspective, has been paid to the impacts of transportation on well-being. With extensive urban expansion resulting from rapid urbanization, commuting has become a physical and mental burden for many residents in the megacities of China because of increasing travel distances and worsening travel experiences. This study aims to contribute to the growing literature on the relationship between transportation and well-being and also to quantitatively test this relationship in the Chinese context using data from a survey conducted in Xi'an, a mega-city of western China. The results from a structural equation modeling analysis suggest that travel characteristics, including travel mode choice and level of service, significantly influence travel satisfaction, and in turn significantly affect overall satisfaction of life. These findings highlight the importance of transportation-related strategies on improving well-being.”, “paper_authors”: [“R. Ye”, “H.

Titheridge"],"paper_publish_year":2015,"publication_journal_name":"","consensus_paper_details_url":"https://consensus.app/papers/impact-individuals-commuting-trips-subjective-wellbeing-ye/e5e56b208b2b5cdfa65eee69e570909c/?utm_source=chatgpt","doi":"10.1016/J.JTH.2015.04.592","volume":"","pages":"","search_result_number":20]]"]],"status":"finished_successfully","end_turn":null,"weight":1.0,"metadata":{"invoked_plugin":{"type":"remote","namespace":"chat_consensus_app__jit_plugin","plugin_id":"g-f1286ecb04957580332cda9bf386b57ef1b2ed6f","http_response_status":200},"jit_plugin_data":{"from_server":{"type":"preview","body":{"domain":"chat.consensus.app","is_consequential":false,"privacy_policy":"https://consensus.app/home/privacy-policy/","method":"get","path":"/quick_search","operation":"search_papers","params":{"query":"impact of travel recreation vacations on societal well-being","actions":[]}}},"gizmo_id":"g-bo0FiWLY7","message_type":null,"model_slug":"gpt-4","default_model_slug":"gpt-4","pad":"AAAAAAAAAAAAAAAA","parent_id":"0b471369-072e-4b52-8656-7557b8ef668a","request_id":"8826b9efdfcd839a-MXP","timestamp":"absolute","recipient":"all","channel":null,"parent":"0b471369-072e-4b52-8656-7557b8ef668a","children":["d57af0d5-5e0c-4e27-af7e-a7516c4cc514"]},"d57af0d5-5e0c-4e27-af7e-a7516c4cc514":{"id":"d57af0d5-5e0c-4e27-af7e-a7516c4cc514","message":{"id":"d57af0d5-5e0c-4e27-af7e-a7516c4cc514","author":{"role":"assistant","name":null,"metadata":{}},"create_time":1715478320.583773,"update_time":null,"content":{"content_type":"text","parts":["Here are some academic sources discussing the vital role of travel, recreation, and vacations in enhancing societal well-being:\n\n1. **Holidaytaking and the Sense of Well-Being** - This study explored the impact of holidaytaking on life satisfaction and subjective well-being. Results showed that those participating in vacations experienced an elevated sense of well-being, indicating that holidaytaking can significantly enhance happiness and contribute positively to societal well-being [(Gilbert & Abdullah, 2004)](https://consensus.app/papers/holidaytaking-sense-wellbeing-gilbert/1f4349fcd3e453a3a82c99175254b176/?utm_source=chatgpt).\n\n2. **Travel and Quality of Life** - Research on the relationship between tourism and quality of life (QOL) highlights that travel, especially for recreation and rest, is an important component of many people's perceived quality of life. It suggests that travel experiences can significantly improve individuals' quality of life and, by extension, societal well-being [(Backer & Weiler, 2018)](https://consensus.app/papers/travel-quality-life-backer/fd41148b77465d5496562a7a392d35f6/?utm_source=chatgpt).\n\nThese studies reinforce the idea that travel and recreational activities play a crucial role in enhancing well-being, aligning well with the goals of your proposed initiative to promote global happiness through accessible travel opportunities."]}],"status":"finished_successfully","end_turn":true,"weight":1.0,"metadata":{"finish_details":{"type":"stop","stop_tokens":[100260]},"citations":[],"gizmo_id":"g-bo0FiWLY7","is_complete":true,"message_type":null,"model_slug":"gpt-4","default_model_slug":"gpt-4","pad":"AAAAAAAA","parent_id":"c029b278-e91c-447c-84d1-e3a30f870d8b","request_id":"8826b9efdfcd839a-MXP","timestamp":"absolute","recipient":"all","channel":null,"parent":"c029b278-e91c-447c-84d1-e3a30f870d8b","children":[]}},"moderation_results":[],"current_node":"d57af0d5-5e0c-4e27-af7e-a7516c4cc514","plugin_ids":null,"conversation_id":"81ad33a0-abf7-46e3-b54c-22a497f2c9fd","

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Mark Anielski\u2019s The Economics of Happiness, an important contribu-\ntion to the
vital and growing debate on how to re-define and measure wealth\nand progress.
\n\n\u2014 HAZEL HENDERSON, author of Paradigms in Progress: \nLife Beyond Economics
and Ethical Markets: Growing the Green Economy\n\nIn The Economics of Happiness, Mark
Anielski has visualized an arresting and,\nimportantly, a possible future, in which
affluence will be measured in terms\nof more happiness and less stuff. That is a world
to which all of us can aspire\nand for which we can work, for the sake of our
grandchildren\u2019s futures and\ntheirs. Read and lift your expectations; a saner
world is possible, and surely\nmost desirable. \n\n\u2014 RAY ANDERSON, Founder and
Chairman of Interface, Inc. \n\nMark Anielski does a wonderful job in laying bare the
difference between\nmoney and genuine wealth and relating them to our economic growth
addic-\ntion. It sounds easy but we all need a lot of training in the use of
economic\nconcepts if we are going to be able to find a cure for the monetary madness
in\nthis world. \n\n\u2014 OSCAR KJELLBERG, President & CEO, JAK Members Bank,
Stockholm\n\nAn inspired and readable inquiry into an \u201coikonomia for the
people.\u201d Great\nquestions, with a wealth of perspectives and insightful answers.
\n\n\u2014 RAFFI CAVOUKIAN, C.M., singer, author, ecology advocate, \nfounder of Child
Honouring \n\nIt is essential that we transform our societies from ones that worship
greed\ninto ones that are sustainable, compassionate, and peaceful. The Economics
of\nHappiness provides a rationale for beginning this journey immediately and of-
\nfers a detailed methodology for measuring our progress along the path. \n\n\u2014
JOHN PERKINS, New York Times bestselling author of Confessions of an \nEconomic Hit
Man and The Secret History of the American Empire\n\nEconoHappinessPress.qxp
4/19/2007 12:29 PM Page i\n\n\nThe Economics of Happiness will spark an important
discussion about one of the\nmajor challenges of our time: how to achieve a balanced,
sustainable way of\nlife, where notions of progress and genuine wealth are understood
as being\nfundamentally interrelated. To help us on this journey, Mark Anielski
points\nto the promise of transformational work in raising our understanding about
a\nnew perspective for how we conduct our present and future. \n\n\u2014 HON. ROY

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ROMANOW, P.C., O.C., Q.C., Former Premier of Saskatchewan, \nChair, Canadian Index of Wellbeing Network Board \n\nIf those who set the goals of society and measure success in reaching them \nbehaved rationally, they would long since have ceased to use per capita Gross \nDomestic Product as the major guide. Until now there has been no full-scale \nstudy demonstrating this and developing a more appropriate alternative. \nWith The Economics of Happiness, the last shred of justification for the exclusive \nfocus on market activity is gone. If this focus is continued, that can only mean \nthat those who profit from our wearing blinders control policy. \n\n\u2014 JOHN B. COBB, JR., theologian and co-author of For the Common Good \n\nWhat is the purpose of our economy and our work if not to support happy \nlives? The Economics of Happiness shows how far we have drifted from that goal \nand details ways to get back on the path to happiness in our personal lives, \nin our businesses and in economic policy. \n\n\u2014 GIFFORD PINCHOT III, Founder and President, \nBainbridge Graduate Institute \n\nReading The Economics of Happiness is a real treat; it is not often that one finds \neconomics, philosophy and ethics brought together so closely. \n\n\u2014 Beggar the \nnext generation \n\u2014 is no longer acceptable in resource policy. In other words, \nmake room for ethics. That is the message throughout this book. \n\n\u2014 RT. HON. EDWARD R. SCHREYER, P.C., C.C., C.M.M., O.M., C.D \nformer Premier of Manitoba, \nformer Governor General of Canada \n\nEconoHappinessPress.qxp 4/19/2007 12:29 PM Page ii \n\n\nFor far too long the economics profession has held sway over our society, and \nconvinced us to worship the god of endless economic growth. In this power- \nful, insightful book, Mark Anielski exposes how this approach actually stunts \nour growth and prevents us from achieving a life that is rich in all senses of \nthe word. Breaking ranks with his fellow economists, Anielski shows how we \ncan make the economy serve the interests of society, not the other way around. \n\n\u2014 LINDA MCQUAIG, author and journalist \n\nMark Anielski \n\u2019s The Economics of Happiness provides an interesting and inform- \native look at money, economics, wealth and what it all means. The lessons in \nthis book provide a timely guide as our society begins the paradigm shift \naway from crass consumer capitalism toward more sustainable economies and \ncommunities where people and the planet matter. \n\n\u2014 DEAN KUBANI, Environmental Programs Manager \nfor the City of Santa Monica \n\nIn these times, even the best of us are falling short in courageously charting \nnew maps \n\u2014 and more importantly avoiding heading out without a map at \nall! Mark Anielski is a great pioneer of our time, and The Economics of Happi- \ness is \nthe emperor has no clothes \n\u2014 rallying cry our world so desperately \nneeds. This book is a critical part of the architecture of a new system. It is a \nmust read for anyone serious about living differently with each other and the \nplanet. Quite simply \n\u2014 LOVE is the only true economics, and when we ex- \npress love it does not get used up, it multiplies. \n\n\u2014 ANITA M. BURKE, Sustainability Elder and former Senior Advisor to the \nCommittee of Managing Directors at Shell International \n\nThe Economics of Happiness helps organizations evolve from satisfying \n\u2014 Show \nme the money! \n\u2014 demands from shareholders to satisfying \n\u2014 Show me the gen- \nuine wealth! \n\u2014 demands from stakeholders. Mark Anielski has provided a \ntimely guidebook for organizations undertaking that challenging journey. \nThis book is a must-read for enlightened business leaders. \n\n\u2014 Bob Willard, author of The Sustainability Advantage and \nThe Next Sustainability Wave \n\nEconoHappinessPress.qxp 4/19/2007 12:29 PM Page iii \n\n\nThe Economics of Happiness joins leading voices critical of the dominant econom- \nic paradigm, but it does much more than this. Being a critic is easy enough, \nand so is dreaming dreams. But designing the practical and modelled path

to\nconnect the two in different and meaningful strategic alternatives, is the\nwork of exceptional people, and I rank Mark Anielski as one of these.\n\n\u2014 PROFESSOR MARILYN WARING, Institute of Public Policy, \nAuckland University of Technology\n\nMark Anielski is one of those rare Canadians, an economist/civil servant who\ncut loose from the system and became a true public servant. He did so by\nfollowing his values. In so doing he changed his own life, and we are all the\nbeneficiaries. The Economics of Happiness pushes economics back to its more\nhonorable roots and, in so doing, shows us the way towards what is truly a\nnew common wealth. \n\n\u2014 BOB WILLIAMS, Senior Research Fellow, \nVancouver City Savings Credit Union \n\nWe live in a world where money, always a means for something else, has become\na goal in itself. We need, now more than ever, an economic framework that\nhelps us remember what economy is all about: careful use of life sustaining\nresources to ensure love and happiness. Why has no one thought to write such\na book before? \n\n\u2014 KARL-HENRIK ROB\u00c8RT, MD, PhD, \nFounder of The Natural Step International, \nAdjunct Professor of Sustainable Product Development, \nBlekinge Institute of Technology\n\nEconoHappinessPress.qxp 4/26/2007 12:21 PM Page iv\n\nNEW SOCIETY PUBLISHERS\n\nEconoHappinessPress.qxp 4/19/2007 12:29 PM Page v\n\nCataloging in Publication Data:\nA catalog record for this publication is available from the National Library of Canada.\n\nCopyright \u00a9 2007 by Mark Anielski.\nAll rights reserved.\n\nCover design by Diane McIntosh. Photo: iStock.\n\nPrinted in Canada.\n\nFirst printing April 2007.\n\nNew Society Publishers acknowledges the support of the Government of Canada\nthrough the Book Publishing Industry Development Program (BPIDP) for our\npublishing activities.\n\nPaperback ISBN: 978-0-86571-596-7\n\nInquiries regarding requests to reprint all or part of The Economics of Happiness\nshould be addressed to New Society Publishers at the address below.\n\nTo order directly from the publishers, please call toll-free (North America) \n1-800-567-6772, or order online at www.newsociety.com\n\nAny other inquiries can be directed by mail to:\n\nNew Society Publishers\nP.O. Box 189, Gabriola Island, BC V0R 1X0, Canada\n1-800-567-6772\n\nNew Society Publishers\u2019 mission is to publish books that contribute in fundamental\nways to building an ecologically sustainable and just society, and to do so with the least\npossible impact on the environment, in a manner that models this vision. We are com-\nmitted to doing this not just through education, but through action. We are acting on\nour commitment to the world\u2019s remaining ancient forests by phasing out our paper sup-\nply from ancient forests worldwide. This book is one step toward ending global defor-\nestation and climate change. It is printed on acid-free paper that is 100% old growth\nforest-free (100% post-consumer recycled), processed chlorine free, and printed with\nvegetable-based, low-VOC inks. For further information, or to browse our full list of\nbooks and purchase securely, visit our website at: www.newsociety.com \n\nNEW SOCIETY PUBLISHERS\n\nEconoHappinessPress.qxp 4/19/2007 12:29 PM Page vi\n\n\nTo my grandparents, \nwho taught me the importance of frugality, \ngiving and receiving.\n\nTo my parents for teaching me about integrity and hard work.\n\nTo my wife, Jennifer, who loves me.\n\nTo our children, \nRen\u00e9 and Stephanie, \nwho teach me to love unconditionally.\n\nThere is no wealth but life:\nlife, including all its powers of love, \nof joy, and of admiration. \n\nThat country is the richest which nourishes the greatest\nnumber of noble and happy human beings.\n\nThat man is richest\nwho, having\nperfected the\nfunctions of\nhis own life\nto the utmost, \nhas also the\nwidest helpful\ninfluence.\n\nJohn Ruskin\n1819\u20131900\n\nEconoHappinessPress.qxp 4/19/2007 12:29 PM Page

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xii\n\n\n\nAcknowledgments\n\nThis book is dedicated to all those who are pursuing genuine happiness\nand spiritual well-being.\n\nTo my grandparents, on both sides, especially my Opa (Grandfather in\nGerman), Peter Mitterer, who died at the grand age of 95 and my Oma,\nCatherine Mitterer who lives on at the age of 95. Peter, an immigrant to\nCanada from Austria in the early 1920s, was a gardener all his life. He understood what made life worthwhile: the value of time spent with those he loved\nand in the many gardens he nurtured.\n\nTo my parents, Hans-Ulrich and Mary Ann Anielski, who taught me\nhow to dream and act on my dreams with conviction and leadership. They\ntaught me about how to live a life of faith, love, meaningful relationships and\nabout the virtue of meaningful, life-giving work as vocation.\n\nTo my life partner and wife, Jennifer Haslett, who has taught me the joys\nof love and reciprocal relationship; of reconciliation, laughter and most im-\nportantly of open and honest dialogue. And to our two daughters Ren\u00e9e and\nStephanie, who teach me every day about unconditional love and real hap-\npiness. Like my Opa and our elders, my children are teaching me how to\ncelbrate life in the moment of experience and how to breathe love in each\nprecious second of living. Children have a remarkable gift for asking tough\nquestions; this book is dedicated to answering some of those questions which\nstill linger into adulthood.\n\nLike the book of life, this book is the result of years of many wonderful\nconversations and enduring relationships with friends and colleagues around\nthe world. I would like to thank David Korten for encouraging me to write\nthis book and my students at Bainbridge Graduate Institute near Seattle,\nespecially Kate Kaemerle who took the \u0160rst steps with me on this journey by\ncompelling me to \u201cwrite it down, Mark!\u201d To Chris and Judith Plant and\nIngrid Witvoet of New Society Publishers for believing in my message. To\nBetsy Nuse, my wonderful editor whose loving edits have helped shape this\nbook into a crystal of wisdom. To Sue Custance and Diane McIntosh for the\nexquisite cover design that adorns this book, including the idea for

a\n\nxiii\n\nEconoHappinessPress.qxp 4/26/2007 12:21 PM Page xiii\n\n\n\nFibonnaci sequence which is the golden ratio revealed in nature especially\nflowers. To Jane Haslett, my mother-in-law whose unwavering dedication to\nthe initial edits of this book and her wonderful encouragement continually\nbuoyed my spirit. And to many other

friends and colleagues who have inspired and shared in my spiritual and earthly journey including Judi Hoyt, Robert Felty, Aaron Braaten, Anita Burke, Joey Hundert, Michael Haynes, Bill Harder, Ernie Zelinski, Orest Andre, Dominic Misho, Boudewijn Wegerif (deceased), Jeff Wilson, Kelvin Hirsch, Randy Hirsch, Steve Janzen, Derek Rasmussen, Pat Klak, Bernard Lietaer, Libba and Gifford Pinchot III, Pat Carmack, Mel Hurtig, Oscar Kjellberg, Karl-Heinrik Robert, Leslie Christ-nian, Bob Willard, Bob Williams, Herman Daly, John Cobb Jr., Ken Chapman, Marilyn Waring, Hazel Henderson, Janine Benyus, Linda McQuaig, Harold Wynne, Brian and Mary Nattrass, Michael Percy, Colin Soskolne, Bill Rees, Dan Rubenstein, Sandra Zagon, Laszlo Pinter, John Rudolph, Edward Schreyer, Susan Sharpe, John McMurtry, Rob Smith, Sara Wilson, Rob Taylor, Heather Tischbein, Amy Taylor, Rob Macintosh, Peter Haslett, Joy Hecht, John Helliwell, Robert Putnam and Raf Cavoukian. To all the others whom I treasure as friends for real wealth is measured in terms of enduring relationships.

This book is intended to inspire both current and future builders of the new economy of well-being in the genuine pursuit of happiness and spiritual well-being. I believe our hearts intuit better ways that are in genuine alignment with our core values to design, measure and manage our personal, community and world economies. We know that life is more than consumption and having more material possessions. We long to build living economies founded on the premise of well-being that are just, sustainable and flourish; a society which is guided by the virtues of love, respect, shared responsibility, forgiveness, stewardship, cooperation, reciprocity, giving and receiving and restorative justice. This book is offered to those hearts and minds alive with understanding the wisdom of the Dalai Lama, Pope John Paul II, Mother Theresa and St. Thomas Aquinas who teach us that love is the ultimate source of enduring power in the universe.

My thanks go to God and the Holy Spirit whose loving kindness taught me to get out of the way of my own ego and sense of knowing and to realize that all things come down to a singular breath: LOVE.

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xiv Foreword by Herman Daly

I SUPPOSE THAT GOD sent an auditor to Earth to review the accounts of individuals, firms, municipalities, and nations, with the purpose of assessing their stewardship of Creation and their success in converting resources into good lives lived abundantly, righteously, and joyfully. What accounts or ledgers would this auditor want to review, and by what criteria would he judge their adequacy? In reading this book I could not help thinking of Mark Anielski as God's auditor. I do not want to attribute to Mark any divine authority or ability (he certainly does not claim such), nor am I sure that the Almighty would not ask for some parts of the report to be redone. Of course an omniscient God has no need of an auditor's report, and the intended audience and beneficiary of the audit is us human beings.

The main criterion guiding the audit is genuine well-being which is derived from genuine wealth, which in turn consists of three capital accounts that assess both the quantity and quality of each type of capital. These capitals are: (1) human capital individual minds, bodies, spirits and their capabilities; (2) social capital quality and strength of our relations in community: trust, honesty, common values, including tolerance; (3) natural capital stocks and funds of things in nature that yield flows of natural resources and life-supporting ecosystem services; (4) built capital machines, tools, durable consumer goods; (5) financial capital money and other

liquid assets, fungible and acceptable for payment of transactions and debts. Our current system of national accounts focuses on (5), pays some attention to (4), and ignores (1), (2), and (3). The problem is that it is the first three that are most responsible for genuine well-being. While there is some marginal substitution possible among these different forms of capital (often not emphasized by economists who advise not to worry about depleting, say, natural capital as long as you accumulate an equal amount of built capital nor human capital), it is important to recognize, as Anielski does, that the different forms of capital are mainly complementary. A shortage of any one limits the productivity of the others. In particular financial capital quickly becomes worthless as natural capital is excessively depleted. And a lack of trust (social capital) limits the value of knowledge (human capital), etc. The fact that financial capital is the most measurable category has biased our attention too much in its direction. But just how measurable is money really? Do we mean M1, M2, or M3, and what kind of measuring rod is it that can be created out of nothing and then destroyed, and while it exists can become longer or shorter? We must not make a fetish out of measurability. What really counts is often not countable. Assets can be recognized and celebrated and maintained and cared for even if we cannot add and subtract them. Anielski learns from many people: from Luca Pacioli the Italian inventor of double-entry bookkeeping, from Karl-Henrik Robert of the Natural Step, and Mathis Wackernagel of the Ecological Footprint analysis, and from many others, including even me, which makes this old professor feel good. He looks at examples ranging from Ray Anderson's Interface Carpet Co. with its ecological closed loop materials accounting, to China and the idea of xiaokang, or the moderately well-off society as an alternative to the ever-growing economy. He studies the Italian province of Emilia Romagna, the Inuit, Bhutan, and the city of Santa Monica. The style ranges from textbook to personal memoir, to philosophical reflection, but all aimed at elucidating and applying the concept of Genuine Wealth. So, gentle reader, I will take up no more of your time with further summary and endorsement. After all, you now have the book in your hands, so by all means read it carefully. You will be glad you did.

Herman E. Daly
 Herman E. Daly is currently Professor at the University of Maryland, School of Public Affairs, and has previously served as Senior Economist in the Environment Department of the World Bank. He is the author of over a hundred articles in professional journals and anthologies, as well as numerous books, including *Beyond Growth* and, with John B. Cobb, Jr., *For the Common Good*. He has received Sweden's Honorary Right Livelihood Award, and the Heineken Prize for Environmental Science awarded by the Royal Netherlands Academy of Arts and Sciences.

The Economics of Happiness
 Introduction
 I BELIEVE WE ALL SHARE a common yearning for happiness and ultimately love. Each of us has our own unique journey in discovering these ultimate needs. But what are the determinants of happiness and our conditions of well-being? What, as Robert Kennedy challenged, makes life worthwhile? How might we measure our happiness and incorporate these measures into conventional economic measures of progress like the GDP? Prompted by such nagging questions I began a journey into the origins of economic thought and economic systems. I realized that economics is more like a religion than either art or science. The more I probed its tenets, the more the scales of economic dogma fell from my own eyes and the eyes of those with whom I

shared my ideas. In a sense our hearts began to open to truths that have long been stifled. While some have defined economics as the dismal science, I find it akin to religion precisely because economic principles and tools form the guidance system of our modern states. Economists are the high priests of our capitalist systems. I count myself among the economic priesthood but I am a priest who longs to understand the very premises and value-origins of our thought. As a professor of business and economics, I have found a hunger among my students to understand more clearly the articles of faith behind business practices. Many students question whether profit and financial wealth maximization should be the primary goals of business; they long for a more meaningful world where corporations are governed by ethics and principles of social and environmental responsibility. I am buoyed by this new generation of business graduates who understand at the heart level that the current new world order can and must change. In economics we have reduced humanity to a collection of individual, independent, utility maximizing creatures. Success is defined by the accumulation of material and financial wealth over a lifetime. We are born into this free market ideology without questioning its morality or ethical foundations. So watermarked is this spirit of economics and capitalism on our lives that even though our hearts cry out for a more meaningful and genuine existence, we are sucked back into the squirrel cage of capitalism, running faster and faster to keep up with the Jones, lamenting as we imagine a simpler, more meaningful, more genuine life. I firmly believe we are at an important tipping point in human history. A shared consciousness is emerging which will be supported by enlightened, life-affirming economics. This book presents my future vision: stewardship of what I call Genuine Wealth those conditions of well-being that align with our heartfelt values about what makes life worth living.

The Economics of Happiness has four primary goals. First, I explore the nature and spirit of the current economic system. I want to better understand why many in the sustainability movement can't seem to move towards a genuine, living and sustainable economic system. I wonder how Adam Smith's seminal economics text, *The Wealth of Nations*, failed to consider the old English origins of the word wealth, which literally means the conditions of well-being. The important work of Amintore Fanfani traced economic and capitalistic thinking back to the European Middle Ages where Fanfani located a pre-capitalist model that the sustainability movement may find desirable. My second goal is to introduce the concept of Genuine Wealth: a new and compelling model for managing our personal, household, business and community well-being in accordance with the values that define our quality of life. Genuine Wealth is a practical system which measures and manages for sustainability the total capital assets of a community or organization. Synthesizing emerging concepts like natural capital and social capital, Genuine Wealth creates a more comprehensive accounting system where human, social, natural, built and financial capital are all integrated into the balance sheet. This vision of a living, sustainable economy is founded on the mutually reinforcing and integrated principles of efficiency, equity and reciprocity and was inspired by the cooperative economy of Emilia Romagna, a flourishing and vibrant region of Italy.

Thirdly I provide examples of applications of the Genuine Wealth model at the

personal/household, corporate/business, community, state/provincial and national scales. I present stories from Nunavut in Canada's Arctic, the City of Santa Monica, California and Leduc, Alberta and explore systems like the US Genuine Progress Indicators (GPI) and the Alberta GPI Sustainable Well-being Accounting System.

Fourthly I examine the nature of money and the current debt-based banking system. Mountains of unsustainable debt and the practice of charging interest on loans actually lead to the destruction of living capital and fundamentally undermine sustainable economies of well-being and happiness. I offer examples of alternatives to the current banking systems like the JAK Members Bank in Sweden, a cooperative member-owned bank that does not charge interest on loans. I present a Genuine Wealth money and banking model that returns the power of money creation to the people in community. Money could be created to serve the genuine needs of an economy of happiness, and private banks, by providing wise financial counsel to households and businesses, could contribute directly to the development of genuine economies of well-being.

While there is a growing library of books about sustainability, I offer here a new paradigm which is also a pragmatic system for the management and stewardship of the common wealth of nations. While other books might despair at the sad state of the world and our environment, The Economics of Happiness holds out hope that a genuine renaissance in economics, accounting and business practices is possible and that you and I can build communities of genuine well-being and happiness, a vision that is shared by many. This book is optimistic and predicated on faith that people of all nations understand intuitively what needs to change in order for humanity to move towards a more sustainable future.

Mark Anielski
Edmonton, Alberta, Canada
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Chapter 1
My Journey to Genuine Wealth
Many people have asked me how did you get to where you are?
My professional background includes economics, forestry, accounting and religious studies. After three university degrees and years working as a professional economist, I have developed an overview of the ways economic systems operate throughout the world. In my inquiry into economic systems I continue to ask the simple question

Why? Why do economists, financial analysts, politicians and media exalt on growth measures (such as the GDP or gross domestic product) as the key indicator of human progress?

Why do economy and stock market indices have to keep growing if a community has achieved levels of material self-sufficiency and quality of life?

What is money and where does it come from?

Why is money always scarce?

What's wrong with a steady-state, subsistence economy which has achieved sufficiency and homeostasis?

Why does free-market, capitalist economics look more like a cancer cell than the self-renewing life cycle of an ancient forest?

What is driving our more-growth, more-consumption obsession?

Why aren't economists and our leaders asking hard questions: more growth of what? for whom?

These are just some of the questions I began to ask myself as an economist working in the Canadian province of Alberta. As a senior government

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economic policy analyst at Alberta Environment my primary task was to derive monetary value for Alberta's natural capital assets or natural resources; many of them, like wilderness, had no price in a market. I was puzzled that we had to reduce the value of everything to a monetary figure so it could count. If something had no

monetary value like the joy of a wilderness experience or the sight of a grizzly bear did this mean that it was worthless? I began questioning the meaning of the word value. I was learning that there might be market and non-market values. Economist and author Marilyn Waring offered my first plain language lesson in the art of national income accounting and the shortcomings of the gross domestic product (GDP) as a measure of progress.¹ Marilyn noted that if you want fantastic GDP growth you would deliberately crash an oil tanker like the Exxon Valdez into an Alaskan reef rather than deliver its cargo of oil safely to a Seattle port. Marilyn was the first economist to point out to me the origins of the word value (from the Latin *valere* meaning showing worth). Her warnings about the shortcoming of the GNP (the gross national product, the GDP's cousin) as a measure of progress had been voiced by Robert Kennedy in 1968 just a few weeks before his untimely assassination. Kennedy lamented that while the GNP might be great at adding up all the money we spend on goods and services in an economy, it was a lousy measure of what mattered most to Americans: their quality of life. No other politician has given such a poignant critique of the world's key measure of progress.² For me, Kennedy's rebuke was a clarion call to research and develop better systems of measuring human progress and well-being that make common sense to average citizens and align with their values.

Learning about natural capital and sustainability With these insights, I began to examine new models for measuring progress, sustainability and well-being. I began to explore new methods for accounting for measuring sustainability, first focused on natural capital and then expanding into other forms of capital accounting including human capital (like time, knowledge and health) and social capital³ (like trust and the strength of relationships). In 1991 I discovered the pioneering work of Robert Repetto at the World Resources Institute in Washington. Repetto argued that accountants should treat nature's capital in the same way they treat manufactured or produced capital like buildings, equipment and computers. Accounting should acknowledge that nature's capital like forests, oil and agricultural soils can either depreciate (that is, be depleted or degraded) or appreciate (that is, grow in volume or quality). Repetto's primary argument made good sense. I began to ask why don't we keep a balance sheet for nature's capital assets like forests, oil, gas, coal, wildlife, water and soils that are so vital to Alberta's and Canada's economy? I reasoned that economists ignored the value of nature's capital either because it was too hard to measure or count or because it was politically expedient.

With my curiosity piqued, I began informally examining Alberta's natural assets beginning with forests, oil/natural gas and carbon. Were Alberta's forests being managed sustainably? How many years of oil and natural gas supply did Alberta have left? My preliminary results suggested that Alberta's forests might be approaching an unsustainability threshold: more trees were being harvested and destroyed by fire and insects than the reported annual growth of the total forest. More disconcertingly, I lacked confidence in the annual growth rate of the forest. That was akin to lacking confidence in the revenue line on a conventional income statement or the interest rate on my bank account! When I looked at oil and gas natural capital accounts, I was shocked to discover that the reserve life or years of future production of conventional oil and natural gas left, at current production rates, was shrinking rapidly. By my calculations Alberta would exhaust its precious oil and gas

reserves within 12 years without new discoveries. Without information which natural capital accounting provides to guide economic policy decisions, how could Alberta decision makers insure the long-term sustainability of Alberta's natural capital assets? How could there be so little interest shown in natural capital accounting practices by a government committed to accountability and performance measurement? In constructing these early natural capital accounts I learned an important lesson. While we had mountains of data and information, we seemed to lack the wisdom or capacity to understand what all the information was telling us about sustainability. We had lost sight of the forest, so focused were we on making money on the harvesting and export of trees. I realized that there was an important role for accountants and economists to play in developing new capital accounting tools to assess the long-term sustainability of nature's capital assets as well as human and social capital. Economists could begin developing revised national income accounts and adjusted GDP figures that counted natural, human and social capital depreciation. I knew that such accounts could be constructed from the data we currently collected on the

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physical state of our forests and other natural capital. Yet I knew that, like all major changes, a move to incorporate natural capital into the balance sheet of the nation would be faced with resistance and reluctance to change. Fortunately almost 15 years later, the term natural capital has been popularized by others (including by the Canada West Foundation in Calgary). Yet even today neither Canada's nor Alberta's income accounts or GDP figures count natural capital assets that are critical to the well-being of Canadians. Since the early 1990s the idea of natural capitalism that nature's assets or capital form one of the key foundations of an economy has gained popularity in many books, countless articles and conferences. Natural Capitalism by Paul Hawken, Amory Lovins and Hunter Lovins contributed to this debate. Its authors suggested that the world is on the verge of a new industrial revolution founded on the principles of a system called natural capitalism. They argued that traditional capitalism has always neglected to assign monetary value to its largest stock of capital namely, the natural resources and ecosystem services that make possible all economic activity and all life. Natural capitalism, they stated, takes a proper and full accounting of these costs and redesigns industry on biological models that result in zero waste, shifts the economy from the episodic acquisition of goods to the continual flow of value and service and prudently invests in sustaining and expanding stores of natural capital. These words were music to my ears.

4
Encouraged by pioneering reports Moving to Alberta Treasury in 1995, I entered an exciting area: measuring the overall performance of the government and the quality of life of Albertans. Measuring Up was one of the first triple-bottom-line performance reports in which a government described the conditions (using 24 core indicators) of people, prosperity and preservation (the 3-Ps of progress). Measuring Up rivaled pioneer quality of life indicators in Oregon (Oregon Benchmarks), Minnesota (Minnesota Milestones) and Seattle (Sustainable Seattle). Alberta became one of Canada's (indeed North America's) models for government accountability, business planning and performance outcome measurement by reporting to citizens on the outcomes of economic, health, social and environmental progress. The result expanded conventional economic reporting to include such indicators as life expectancy, crime rates, educational attainment, the sustainability of forests, the stock of oil and gas resources and the quality of air

and water. Working with these new performance measurement and pol-
The Economics of Happiness
Outcome indicators provided a personal opportunity to see the world in all its complexity and begin to understand the true meaning of the word wealth. We had begun to diagnose the conditions of well-being by definition the real wealth of Alberta. I realized that if we could account for nature's capital through resource accounts, we could also expand our accounting into the uncharted waters of human and social capital accounting. I imagined a new way of taking inventory and a new expanded balance sheet for our nation, province, communities and businesses. If we could measure the conditions of well-being of nature's capital assets, then we could measure the human and social conditions of our communities.

In 1997 a most remarkable study landed in my inbox: the US Genuine Progress Indicator (GPI). The GPI was developed by a group of researchers in 1994, led by Cliff Cobb at the San Francisco-based economic policy think tank Redefining Progress. The GPI is an alternative measure of economic progress that starts with the GDP and makes adjustments for the value of unpaid work (e.g. volunteerism and housework) and for various social and environmental depreciation costs. While the GDP measures growth by the amount of money exchanged for goods and services in the economy, the GPI attempts to measure well-being according to what most people might define as progress. For example, while the GDP currently adds things like the financial costs of auto crashes or the social costs of problem gambling, the GPI would deduct these expenditures as regrettable costs. The GPI represented a baby step towards addressing both Robert Kennedy's and Marilyn Waring's challenges that measures of progress should reflect genuine improvements in societal well-being. Economists could use GPI accounting to contrast GDP growth with such regrettable trends as the depletion of nonrenewable oil reserves, the health costs associated with air pollution or the cost of failed personal relationships. Most of us would consider such costs as regrettable and thus deductible as human, social or natural capital depreciation costs against national income. The US GPI results for the period 1950 to 1995 showed a remarkable trend: while the GDP and GPI rose in tandem from 1950 to 1973, the GPI reached its peak in 1973 and then declined steadily even as the GDP continued to rise. The economists' 2019 mantra that a rising tide of the GDP lifts all economic boats had been soundly repudiated.

After reading the US GPI work I knew that my life as an economist would never be the same and that a lifetime of new research and development opportunities lay ahead. The US GPI work inspired me to replicate this.

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Important well-being measurement in my home province of Alberta and throughout Canada. I dreamed of creating a Redefining Progress Canada and dedicating my professional life to developing more meaningful tools for measuring progress and well-being. Sometimes life sends wonderful surprises.

In the spring of 1998 Redefining Progress asked to interview me for the position of Sustainability Measurement director in San Francisco to oversee future US GPI work. It seemed the opportunity of a lifetime. My wife Jennifer and I were flown down to San Francisco during the Easter long weekend of 1998. Wined and dined, I was smitten by the idea of working with such a talented group of creative researchers and living in San Francisco! During my series of interviews with Redefining Progress staff I presented my own vision of a more expansive GPI/well-being measurement system that went beyond full-cost accounting of regrettable social and environmental costs

included in the GDP. My vision was to create a system of well-being accounting that would measure what mattered most to people: their actual physical and qualitative conditions of well-being. I reasoned that behind the monetized GPI estimate of progress lay people's real experiences of living which could be measured and used to create both a new index of well-being, but more importantly a new well-being accounting and reporting system.

Yet, as compelling as the idea of working with Redefining Progress in San Francisco was, my own quality of life assessment (comparing the realities of the high cost of living in San Francisco with life in Edmonton close to family) revealed that Edmonton held a clear quality of life advantage. After many long discussions with Jennifer and with my own full-cost accounting figures in hand, we concluded that a move to San Francisco would likely lead to a net loss in our overall family well-being. In the end, our relationship with our family and friends was more important than moving to a dream job and a dream city. Our decision was an important lesson in both my professional and personal life and was a turning point. It brought my professional interest in well-being measurement down to a practical and personal level. We had made our decision about economic well-being based on a review of our values and what we felt mattered most to the well-being of our relationship: our children and our respective families. We had made a decision to stay home, in Edmonton the community in which I had grown up and which Jennifer now calls home. Our decision was not based on money, income or material quality of life but on intangible, qualitative attributes of life that cannot be easily quantified. Neither money, material gains nor career advancement.

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meant as much as being close to family, growing old with my grandparents and maintaining life-long friendships in Edmonton, North America's most populous Northern city. I realize now in retrospect that we had made a choice based on my first personal Genuine Wealth assessment.

After making this important decision, another door opened. Several months after the trip to San Francisco when I had returned to consulting work, I received a call from the woman who had accepted the position at Redefining Progress. She said that the Ford Foundation (the key funder of the GPI work) would like to see the GPI updated for 1999. Unfortunately, she said, I don't have the skills to do the work. Would you be interested in performing the work on contract and as a Senior Fellow? I was stunned. The opportunity of a lifetime had returned. After contemplating the idea for a few days and discussing the opportunity with Jennifer, I decided to leave my high-paid position as a senior policy analyst with Government Policy Consultants (GPC) International and conduct the US GPI work from my home in Edmonton. Working closely with Cliff Cobb and co-author and journalist Jonathan Rowe, I completed the US GPI study update by January 1999. This work was a dream come true. It was one of the most important turning points in my career, opening up new windows of opportunity to work in this exciting and emerging field of real economics.

Completing the US GPI work turned out to be one of the most challenging and arduous economic exercises I had ever undertaken. In Washington DC, I had the opportunity to meet some of the world's most progressive economists at the World Bank, Resources for the Future, World Resources Institute and the University of Maryland to discuss their views of the future of GPI-style accounting. Most were bullish that the GPI was an important measurement effort that should be sustained, but that the model required more rigorous quantitative economic analysis to improve the full cost accounting estimates and care that the measure not become too value-

biased. My most memorable experience was sitting down with Dr. Herman Daly in his tiny University of Maryland office. I consider Daly, one of the founding fathers of the transdisciplinary field of ecological economics, to be one of the greatest living economists of our time and deserving of a Nobel Prize for economics. I asked Herman a question that would change the course of my economics career: Is it possible that our efforts at devising a money-denominated indicator of economic well-being (the GPI) might be futile since we are attempting to monetize quality-of-life issues which have value beyond monetary terms?

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Daly responded to my question with enthusiasm and encouraged me to pursue the answers with all of my life energy. His challenge has shaped my life in ways I could not have imagined that afternoon sitting across from this humble, loving and courageous economist. To understand the importance of the nature of money and how it is created, Daly encouraged me to read Michael Rowbotham's The Grip of Death (the title inspired by the French word mort-gage meaning a pledge unto death) which was one of the most important books I read on my long journey to discover the nature of money.

6 Daly explained that over 90% of the world's money supply was actually created in the form of bank debts, not as paper currency created by governments. I then understood that GPI-accounting paled in importance to more fundamental changes required in the nature of money creation and banking. I later came to see that the failure of the sustainability movement to understand and address the nature of our debt-based money system would lead to a dead end street, since genuine sustainability, based on principles of material sufficiency and subsistence, is anathema to the high priests of our debt-money-economic-growth system.

7 In January of 1999, my co-author Jonathan Rowe (an economic journalist with Redefining Progress) released the 1999 update to the US GPI resulting in almost no US media attention. The first US GPI estimates by Cliff Cobb, Jonathan Rowe and Ted Halstead in 1995 had won the attention of the Atlantic Monthly with a lead article and magazine cover proclaiming If the GDP is Up, Why is America Down? Other media also inquired into the results at that time. With the 1999 update, it seemed that Americans were more intent on levitating stock market indices than on regrettable news of a sustained slide in the US GPI.

Beginning the work in Canada

If updating the US GPI had been my economic Mt. Everest, my next goal was developing a solid and permanent base camp to advance GPI accounting in Canada. I wanted to develop Redefining Progress Canada and take the original US GPI work to a new level of sophistication and practical application.

My friend and former economics thesis advisor, Dr. Michael Percy now Dean of the Faculty of Business at the University of Alberta, gave me the chance to create and run a research think tank at the University of Alberta to explore alternative accounting and measurement systems. What I had hoped to accomplish in San Francisco I would try to do in Canada. I co-founded the Center for The Economics of Happiness

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Performance Measurement and Management to conduct applied research on alternative measures of economic well-being and performance. For two years I served as the center's Executive Director and co-taught a course in business and the environment with Dr. Ray Rasmussen. During my time with the center, my vision for expanding the original GPI accounting system took shape. This was the genesis of the Genuine Wealth system. In the winter of 1999 I developed a conceptual grand research agenda for creating a transdisciplinary network (well-being.net) of University of Alberta's top

researchers to work on the development of a genuine well-being indicators accounting system. My mission was to design a sustainability accounting system for Alberta to assess the long-term sustainability of Alberta's human, social, natural, produced (built) and financial capital assets. Unfortunately, it soon became apparent from discussions with senior members of the University of Alberta that creating a place for such interdisciplinary research would take years of complex negotiation. Fortunately my vision of advancing GPI-sustainable well-being accounting caught the attention of Rob Macintosh, the co-founder of the Pembina Institute for Appropriate Development, one of Canada's premier environmental think tanks. In the fall of 1999, Rob encouraged me to join the Pembina team on a part-time basis. I accepted the opportunity and began splitting my time between the University of Alberta and the Pembina Institute. Rob asked me to co-author one of many green budget proposals for the National Round Table on the Environment and Economy (NRTEE) which would be presented to then Canadian Finance Minister Paul Martin for his Budget 2000. I proposed that NRTEE create a research Center for Applied Sustainable Economics. The proposed center, with a \$10 million three-year budget, would have two main goals:

1. To apply improved or innovative methods for measuring the total wealth or well-being of Canadians that leads towards economic, ecological and social sustainability
2. To revise existing fiscal policy instruments to help Canada move towards a future where quality of life and competitive efficiency are shared objectives in a world of ecological limits

My proposal also included revising national income accounts and the GDP to incorporate natural, human and social capital accounts to complement existing economic/financial accounts.

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The final version of the document proposed developing a set of environment and sustainable development indicators for Canada that would be reported in parallel with other conventional economic indicators of progress. To my surprise, the Chair of the NRTEE Dr. Stuart Smith fully embraced this proposal and brought it forward to Finance Minister Martin, who subsequently announced a three-year, nine million dollar initiative in his spring Budget 2000. Martin's remarks as part of this budget presentation shocked even the most seasoned policy analysts when he stated:

Finally, as we move to more fully integrate economic and environmental policy, we must come to grips with the fact that the current means of measuring progress are inadequate. Therefore, we are announcing today that the National Round Table on the Environment and the Economy and Environment Canada, in collaboration with Statistics Canada, will be provided funding over the next three years to develop a set of indicators to measure environmental performance in conjunction with economic performance. In the years ahead, these environmental indicators could well have a greater impact on public policy than any other single measure we might introduce [my emphasis].

I knew that a new era in economic reporting in Canada had begun. I spent the next three years traveling to Ottawa as Sustainability Measurement Director of the Pembina Institute, developing Canada's first set of environment and sustainable development indicators. Our work was completed and released in May 2003. The final results were somewhat disappointing: only five natural capital indicators (forest cover, freshwater quality, air quality, greenhouse gas (GHG) emissions, extent of wetlands) and one human capital indicator (educational attainment) would augment familiar economic data, including the gross domestic product (GDP) and the consumer price index (CPI). However, the most

important outcome was the recommendation that Statistics Canada begin to explore the options for expanding the System of National Accounts (from which the GDP is derived) to include more detailed information on natural, human and social capital. If this recommendation was implemented, Canada would be the first nation in the world to adopt a total capital accounting system that could measure the overall sustainability of the nation. Could my recommendation to Paul Martin for a new balance sheet for the nation to measure the well-being or Genuine Wealth of Canada become a reality? I began to feel that the possibility existed, given the good fortune my journey was enjoying on a provincial level. While still working part-time at the University of Alberta in January 2000, I had proposed to Jason Brisbois, senior economist of the federal government department of Western Economic Diversification (WED), and Brant Popp, senior policy analyst at WED, a research project to develop the first provincial-scale prototype GPI sustainability accounting and measurement system for the province of Alberta. Both Jason and Brant were enthused by the idea and suggested I submit a formal proposal. At the same time Rob Macintosh encouraged me to do this work through the Pembina Institute. I decided to leave the University of Alberta School of Business and form my own Pembina Institute sustainability measurement research team. My research project proposal to WED was accepted in April of 2000, and a team of seven researchers at the Pembina Institute began work on the Genuine Progress Indicators Pilot Project 2014 Alberta Case Study: Accounting for Sustainable Development. Our goal was to develop a sustainable well-being accounting and reporting system with Alberta as the case study. I began to assemble my Alberta GPI research team: Amy Taylor (resource economist), Mary Griffiths (PhD medical geography and scientist), Sara Wilson (ecological economist), Jeff Wilson (ecological footprint analyst), with guidance from Barbara Campbell (accountant). We began by developing a blue-print for the Alberta GPI accounts identifying three key domains: economic/financial, social/human health and environmental. Between April of 2000 and March of 2001 our Pembina team developed 51 economic, social, health and environmental well-being indicators (GPIs) accounting for Alberta's progress over four decades from 1961 to 1999. We combed hundreds of statistical databases (mostly from Statistics Canada) to construct our well-being ledgers. We wanted to answer key questions: Has the overall quality of life of Albertans improved over forty years? Are we on a sustainable course for our children? We built on the original US GPI full-cost accounting framework, estimating the full costs of environmental, social and human capital values and depreciation costs. We also expanded the US GPI model to what I envisioned as a new sustainable well-being accounting system with well-being ledgers that would account for the quantitative (statistical data) and qualitative (opinion/data) conditions of well-being. Our 51 indicators, which included the GDP, were based on the Alberta Government's 24 performance indicators for people, prosperity and preservation in Measuring Up, plus other indicators that my Journey to Genuine Wealth 11 began to feel would resonate with quality of life issues important to Albertans. These indicators included time spent with family and friends, volunteer time, leisure time, income inequality, personal debt levels, divorce rates, disease and suicide rates, problem gambling rates and the ecological footprint (a robust measure of the sustainability of our individual lifestyles). Our overall goal was to complete a comprehensive well-being checkup of Alberta, as a doctor would

complete an annual health checkup. \n\nAfter many long nights of research, number crunching and analysis we\nreleased the Alberta GPI report on Monday morning, April 23, 2001. Titled\nAlberta Sustainability Trends 2000: The Genuine Progress Indicators Report 1961\nto 1999, our report hit a home run in terms of media coverage. It made the\nfront pages of Canada\u2019s national newspaper, the Globe and Mail, on April 23,\n2001 with the title \u201cFat Cat Albertans Struggle with Happiness\u201d and the\nfront page of the Edmonton Journal with the title \u201cAlberta\u2019s Natural Capital\nSlipping.\u201d I was stunned by the media attention. The phone rang off the hook\nthat day. I was interviewed for CBC television\u2019s nightly newscast The National\nbroadcast on both French and English television channels. Radio interviews\nincluded Alberta-broadcast CHED 630 radio and CBC radio in Montreal and\nWhitehorse. After an exhausting media-frenzied day, I knew that we had\ntapped into a deep current of public consciousness. The average Albertan un-\nderstood that real progress should be measured by more than an increment in\nthe GDP or stock market indices. We had put a quality-of-life-reality-mirror\nup to the GDP using a Genuine Progress Index that revealed that while\nAlberta\u2019s GDP had risen an average 4.4 percent per year over the period 1960\nto 1999, the more comprehensive Genuine Progress Index had declined at an\naverage rate of 0.5 percent during the same period. Indeed, throughout the\n1980s and 1990s the GPI was virtually stagnant as the GDP continued its as-\ncent. The economic credo that a rising tide of the GDP lifts all boats had been\nrepudiated again. \n\nOur results were not unlike the US GPI study. Although Alberta\u2019s Gen-\nuine Progress Index had remained relatively steady throughout the 1980s\nand 1990s, the US GPI had been in steady decline since the mid 1970s. The\nGPI well-being diagnosis also revealed that the average real (de\u0161lated for in-\nu\u0161lation) disposable incomes of average Albertans had stagnated since 1981\neven as the GDP continued to rise through to 1999. Most Albertans could re-\nlate to this reality. Other regrettable economic and social trends included ris-\ning rates of suicide, divorce, problem gambling and personal debt. Many of\n\n12 The Economics of Happiness\n\nEconoHappinessPress.qxp 4/19/2007 12:30 PM Page 12\n\nthe environmental indicators also showed negative trends including declin-\ning oil and gas reserves, massive fragmentation of forest ecosystem and rising\nlevels of toxic waste production. \n\nOur report sustained media and public attention for several weeks. I was\ninvited to speak at numerous conferences about our\n\u0160ndings. We had provid-\ned the basis of an important dialogue in Alberta addressing economist Stanley\nK\u00f3fcznets\u2019 challenge: more growth of what and for whom? Interesting, but not\nsurprising, was the lack of any formal response from the Alberta Government\nand most notably from Alberta Premier Ralph Klein. Klein\u2019s response was\nsimply that we were entitled to our own view of progress \u2014 a compliment\ngiven his penchant for polemic outbursts. The relative silence from the\nAlberta Government suggested that our longitudinal well-being check-up of\nAlberta\u2019s economic, social and environmental progress was relatively fair and\naccurate. Our report had its critics, primarily economists who argued that the\ncreation of a composite well-being index was fraught with methodological\nproblems, including indicator selection biases and giving all indicators equal\nweight. Ironically, few economists take exception to\n\nThe file is too long and its contents have been truncated. \n", "title": "The Economics of Happiness.pdf", "tether_id": null}, "status": "finished_successfully", "end_turn": null, "weight": 1.0, "metadata": {"command": "context_stuff", "is_visually_hidden_from_conversation": true, "message_type": null, "model_slug":

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