

**Instructor's Manual and Test Bank**  
*for*  
**Community Psychology**  
 Fifth Edition

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## **CHAPTER 1 Introduction**

### **Historical Background**

#### **What Is Community Psychology?**

#### **Fundamental Principles**

Respect for Diversity

The Importance of Context and Environment

Empowerment

The Ecological Perspective/Multiple Levels of Intervention

■ **CASE IN POINT 1.1** Clinical Psychology, Community Psychology: What's the Difference?

#### **Other Central Concepts**

Prevention Rather than Treatment

Social Justice

■ **CASE IN POINT 1.2** Does Primary Prevention Work?

Emphasis on Strengths and Competencies

Social Change and Action Research

Interdisciplinary Perspectives

■ **CASE IN POINT 1.3** Social Psychology, Community Psychology, and Homelessness

A Psychological Sense of Community

#### **Community Psychology Today**

#### **Research**

#### **Summary**

## **SUGGESTED DISCUSSION TOPICS AND ACTIVITIES**

1. Take a measure of psychological sense of community at the very beginning of the class. Have students pair off and introduce themselves to each other, trying to find at least two things that they have in common. Then have the students introduce each other to the class and talk about the commonalities they found. Do this one or two more times. Then see if there are any things that appear to be arising as areas of commonality among many in the class. You might then try to find two or three things which the class as a whole has in common with each other. At the end of class give the measure of psychological sense of community again. This allows for discussion of what helps in developing this sense of community within the class. Also, you can talk about what hinders the development. What do we know from psychology that might help in this discussion?
2. Have students recall a time when they saw the power of a community coming together to help each other. Where was this? When was this? Who was involved? What can this say about the advantages of a community coming together for support or to solve a problem?
3. Invite a guest speaker from a community agency. Have the speaker describe the mission, goals, and client population of the agency. Also have the same speaker discuss how public policy, client payment schedules, volunteers, and other factors affect the day-to-day operations of the agency. If you can't find a guest speaker, students could visit the websites of well-know community organizations such as the Red Cross or National

Alliance for the Mentally Ill (NAMI). Once the students have some information at their disposal, hold a class discussion about how and why the agency does or does not “fit” community psychology principles.

4. Encourage students to volunteer at a community agency of their choice. Perhaps your campus has a service learning center, a volunteer center or volunteer fair to assist students. If not, the local United Way may be able to provide a list of human service agencies in your community. At periodic intervals throughout the semester have volunteers report on their activities and whether they have witnessed community psychology in action. If not, why not?

5. If you assign a service learning option, have students keep a journal of their experiences. This journal could be of personal reflections. How do they feel about volunteering? How do they feel about the people they serve? What of the other volunteers? What motivates other volunteers, some of whom do this for years at a time? You could share some anecdotes about times you have volunteered and what it called to mind for you. The research suggests that volunteering makes for a feeling of well being. What do students think of this research? Why might this happen? How could the knowledge of the benefits to volunteering be of use to those in the community?

6. Students in the class should write for catalogues to various community psychology graduate programs or find the website of the universities and programs. Students can then compare and contrast various facets of the programs and try to replicate the results of Maton, Meissen, and O’Connor’s (1993) research on types of community psychology graduate programs.

7. Have a group of students develop a survey for volunteers and non-volunteers in your class. Then analyze the results with an eye as to whether these two groups differ from each other on motives and opportunities. The students might also want to query classmates about quitters versus stayers as well (see Snyder and Omoto, 1992 as well as Clary & Snyder, 1999 as referenced in the text).

8. Each student can read a different but recent article from the American Journal of Community Psychology. Hold a class discussion about some of the results of literature reviews on research in community psychology as described in chapter one. For example, do the articles the students selected generally include minority group participants; is there less emphasis on mental disorder and more emphasis on other social issues; do most articles report correlational rather than experimental data, etc.?

9. The students in your class surely have taken other classes in psychology as well as in other disciplines. Hold an all-class discussion about how community psychologists can or would collaborate with other types of psychologists as well as with other types of scientists such as sociologists, political scientists and so forth.



10. The text clarifies that community psychologists respect others' cultures and ethnic and racial diversity. If students have access to the world wide web, ask each to pick a country they know little about such as Estonia, Peru, or Somalia first to learn a little about that country and the culture and then to explore what community services are available there. (This could also be done for countries they know of, such as Canada, France, Great Britain, Poland, Italy, Turkey.) Hold a class discussion about whether the social issues are the same or different from those in the U.S. and whether the agencies that they found have goals similar to or different from those expressed by community psychologists.

## MULTIPLE CHOICE QUESTIONS

1. Historical considerations for understanding the context in which community psychology emerged would include
  - a. the role of clinical psychologists in providing therapy.
  - b. the Ph.D. as a research degree.
  - c. the opening of opportunities to women and those outside of the privileged classes.\*
  - d. All of the above.
  
2. The “spirit of the times” is called
  - a. ortgeist
  - b. zeitgeist\*
  - c. blemen
  - d. gemutlichkeit
  
3. Eysenck’s review of the research literature on effectiveness of psychotherapy found
  - a. positive changes could possibly be due to the passage of time alone.\*
  - b. psychoanalysis was superior to client-centered therapy.
  - c. behavioral therapy was superior to psychoanalysis.
  - d. All of the above.
  
4. The Supreme Court decision called, “Brown versus the Board of Education” determined that
  - a. public funds could not be used for private school.
  - b. private education was superior to public education.
  - c. the idea of separate but equal education was not legitimate.\*
  - d. the boards of education were not responsible for the quality of education provided.
  
5. John F. Kennedy helped secure passage of the
  - a. Equal Rights Amendment.
  - b. Women’s Right to Vote Act.
  - c. Community Mental Health Centers Act.\*
  - d. First Veteran’s Benefits Act.
  
6. Erich Lindemann’s work with Coconut Grove highlighted
  - a. the usefulness of crisis intervention.
  - b. the importance of culture in devising interventions.
  - c. the effects of a Miami-based consultative model.
  - d. the usefulness of a California community’s use of peer intervention.
  
7. The birth of community psychology in the United States is traced to
  - a. The Washington, D.C. Conference.
  - b. The Swampscott Conference.\*

- c. The Seattle Conference on Mental Health Issues.
- d. The Boulder Conference.

8. Iscoe's distinction between a community psychology and a community psychologist emphasizes that

- a. the field is both a science and an area of application.\*
- b. the areas of science and application are not always compatible.
- c. the sense of a community is different from a sense of a group.
- d. no one knows everything.

9. The fundamental principles of community psychology as defined by division 27 of the American Psychological Association include

- a. a respect for diversity.\*
- b. an understanding of the difference between normalcy and pathology.
- c. an appreciation for statistical normalcy.
- d. an emphasis on individual differences.

10. Kloos et al. (2011) believed a community psychology provided

- a. a different way of thinking about human behavior.
- b. a focus on contexts for behavior.
- c. alternatives for research and intervention away from the purely individual focus.
- d. All of the above.\*

11. Early community psychologists of color like Padilla and Sue called for

- a. more attention to cultural and linguistic considerations in service delivery
- b. less reliance on service delivery systems based on mainstream culture
- c. recognition of diverse models for psychological intervention in the community
- d. All of the above\*

12. \_\_\_\_\_ is an emerging term in community psychology, that recognizes the importance of both culture and community in understanding contexts.

- a. Socio-politicality
- b. Cultural community
- c. Ethno-political community
- d. Historical community

13. Kurt Lewin argued that we needed to understand \_\_\_\_\_ in order to figure out behavior.

- a. the person
- b. the environment
- c. the interaction between the person and the environment\*
- d. the space between the person and the environment

14. Roger Barker studied

- a. behavioral settings.\*
- b. the difference between cultures.
- c. the social conformity.
- d. All of the above.

15. If you are interested in finding a job quickly and being welcomed to the organization, it might be best to find a situation that is \_\_\_\_\_.

- a. overmanned
- b. intermanned
- c. undermanned\*
- d. countermanded

16. Setting control is related to

- a. discriminative stimuli.
- b. environmental stimuli.
- c. learning.
- d. All of the above.\*

17. The process of enhancing the possibility that people can more actively control their own is called \_\_\_\_\_.

- a. activism
- b. empowerment\*
- c. social democracy
- d. engagement

18. The role of the community psychologist is to

- a. help people.
- b. help people to help themselves.\*
- c. be a spokesperson for the community.
- d. serve as the expert.

19. Bronfenbrenner believed we needed to understand the development of the individual

- a. across many levels and through many systems.\*
- b. from an intrapsychic point of view.
- c. behaviorally.
- d. using a model of individual differences.

20. A “Mesosystem” is

- a. where the microsystems interact.\*
- b. the level of culture.

- c. the system where the individual does not reside.
- d. All of the above.

21. Recent studies of empowering systems find that they

- a. have power role opportunities for their members .
- b. are a socially supportive environment.
- c. have a group belief in the power of their members.
- d. have inspiring leadership.
- e. All of the above.\*

22. James Kelly's example of community psychology being like playing in a baseball game illustrated the principle of \_\_\_\_\_.

- a. dependability
- b. the power of the individual
- c. interdependence\*
- d. viability

23. \_\_\_\_\_ states that those with greater ability to deal with a broader range of environments should find wider distribution across settings.

- a. Cycling of resources
- b. Interdependence
- c. Adaptive capacity\*
- d. Longevity

24. The concept of person-environment fit suggests the best person for a position

- a. is dependent on their motivation.
- b. is dependent on what the position requires.\*
- c. is independent of what a position requires.
- d. is independent of the person's characteristics.

25. Community psychology is especially interested in therapy over prevention.

- a. True.
- b. False.\*
- c. A trick question, since there is no discussion of these dimensions in community psychology.
- d. All of the above.

26. Cowen stated that prevention programs must be

- a. intentional.
- b. group oriented.
- c. before the onset of pathology.
- d. All of the above.\*

27. \_\_\_\_\_ attempts to treat a problem at the earliest demonstration of a problem, before it become severe or persistent.

- a. Primary prevention
- b. Secondary prevention\*
- c. Tertiary prevention
- d. All prevention programs should make

28. A program to help the chronically mentally ill stay in their home communities and lead productive lives is a
- primary prevention.
  - secondary prevention.
  - tertiary prevention.\*
  - quartile prevention.
29. The Institute of Medicine labeled prevention programs aimed at the total population
- universal.\*
  - selective.
  - indicated.
  - popular.
30. A program addressing a particular segment of the population which has been determined to be at high risk is called a \_\_\_\_\_ program.
- universal
  - selective\*
  - targeted
  - tertiary
31. Meta-analyses on prevention over the last 20 years find that
- prevention is more a theory than a reality.
  - prevention only works for adults.
  - prevention seems to work.
  - prevention in the tertiary sense is more effective than in the secondary sense.
32. Inequality in educational opportunities, racial disparities in many categories of health and well-being, discrimination experienced by members of particular ethnic, gender, or religious groups, and the homophobia are examples of
- social injustices.
  - secondary prejudice.
  - inclusive categorization.
  - social mobility.
33. Social justice deals with
- access to resources.
  - distribution of resources.
  - seeking transformative interventions to deal with resource inequities.
  - All of the above.\*
34. Marie Jahoda (1953) helped move our
- understanding of mental health to being more than the absence of mental illness.\*
  - conceptualization of mental illness to include cultural variation.

- c. theory of mental health to a holistic understanding of the social and biological.
- d. All of the above.

35. Examples of “blaming the victim” would include

- a. claims that people’s culture is impoverished.
- b. stating that people are too lazy to do more.
- c. saying that the lack of accomplishment is the result of lack of intelligence.
- d. All of the above.\*

36. Masten’s work on community resilience found

- a. strengths common.
- b. strengths readily mobilized.
- c. strengths to be both effective and appealing.
- d. All of the above.\*

37. Action research is

- a. research on program effectiveness.
- b. research aimed at solving problems.\*
- c. research that is correlational in nature.
- d. research on action.

38. Community psychology is least interested in

- a. action research.
- b. social change.
- c. prevention.
- d. remediation.\*

39. According to Sarason (1974) the feeling of belonging to a group is called

- a. in-group membership.
- b. psychological sense of community.\*
- c. community pride.
- d. membership identity.

40. Community may best be defined as

- a. a neighborhood.
- b. relational ties.
- c. a locality.
- d. All of the above.\*

41. McMillan & Chavis (1986) theorized that Psychological Sense of Community consisted of

- a. emotional connections.
- b. membership.
- c. the feeling one can influence group decisions.



d. All of the above.\*

42. Linney (2005) believed there were themes emerging from a special issue of the American Journal of Community Psychology dedicated to action research. They included all of the following BUT NOT

- a. effective strategies to bridge science and practice.
- b. changing who determines what is important, so communities have a say in this.
- c. a broadening of the definition of good science beyond the” narrow” laboratory based experimental designs.
- d. understanding that good science is independent of values.\*

43. Martin, Lounsbury, & Davidson (2004) examined American Journal of Community Psychology articles between 1993 and 1998. They found the most popular research design in these articles was

- a. case study.
- b. qualitative.
- c. experimental.
- d. quasi-experimental.\*

44. In Martin, Lounsbury & Davidson’s (2004) study of American Journal of Community Psychology articles, the methodology found to be growing in usage was

- a. survey.
- b. qualitative.\*
- c. laboratory studies.
- d. case studies.

45. In looking at efforts to aid a Canadian community destroyed by forest fire, community researchers found a lack of emphasis on

- a. individual needs.
- b. restoration of property.
- c. find a sense of place.\*
- d. economic recovery.

46. With which statement(s) would a community psychologist agree?

- a. The role of the community psychologist is to advance the well-being of community life.
- b. Prevention before a problem develops is better than treatment after the fact.
- c. Other areas of psychology are too centered on the person not the environment.
- d. All of the above.\*

47. One particular perspective assumes that not only do events affect the individual but the individual is an active agent in influencing events. This orientation is

- a. not acceptable to community psychologists for a variety of reasons.
- b. the ecological perspective.\*

- c. a form of behavior modification.
- d. called interactional inhibition.

48. In his small town, Juan has a sense of belonging, friendly neighbors, and services he can walk to. Juan feels he is listened to and that he can indeed make a difference in his community.

Juan feels a sense of

- a. community.\*
- b. neighboring.
- c. influence.
- d. enabling.

49. Sense of community includes four elements. Which one is mismatched to its example?

- a. Memberships; Sarita feels that she fits into the community well.\*
- b. Influence; Julio senses that he really can make a difference in his community.
- c. Integration; Anastasia knows that if she needs help with her young children, other young mothers in the neighborhood will baby sit for her.
- d. All are well-matched.

50. Many sex educators argue that sex education should be taught in the elementary schools as early as possible. This approach to AIDS reduction is an example of

- a. primary prevention.\*
- b. secondary prevention.
- c. tertiary prevention.
- d. milestone prevention.

## ESSAY QUESTIONS

1. Imagine that you just graduated with a Ph.D. in community psychology. What career path would you follow? What would be your ideal job and why? Which jobs wouldn't you want and why? Use information from the text.
2. Imagine that you are the keynote speaker at the Swampscott Conference. Write out a speech in which you present to your audience the rationale for the conference, its mission and goals, and your plans for a reunion in the year 2015.
3. Provide a concrete example for the following terms: action research, empowerment, person-environment fit, planned social change, and social integration.
4. What issues of Social Justice might you find in your community? Who is affected? How is the larger community affected?
5. Select a community program you know well (for example, Big Brother/Big Sister or Alcoholics Anonymous). First describe the mission of the program and then discuss whether the program exemplifies any 5 principles of community psychology.
6. Identify the "guiding principles" which are used for community psychology.
7. How does the framework of looking for strengths and competencies, influence the community psychologists' perspective on community problems and issues?
8. Give an example of context defining the display of particular behaviors.

## RECOMMENDED FILMS AND VIDEOS

Search for Community Psychology at the website: [www.YouTube.com](http://www.YouTube.com). There are several entries representing a broad spectrum of approaches.

*An Ounce of Prevention* (60 minutes). This video highlights several programs that attempt to eliminate known risk factors (e.g. inadequate parenting skills) that lead to social problems. Corporation for Public Broadcasting, the Annenberg/CPB Project, 901 E Street, NW, Washington, DC, 2004-20037.

*A Time for Justice: America's Civil Rights Movement* (38 minutes). FREE video and workbook to teachers. Describes events in Montgomery, Little Rock, and Selma during the main thrust of the civil rights movement. Charles Guggenheim, Teaching Tolerance, Montgomery, Alabama.

*Chicanos In Transition* (30 minutes). This documentary examines the lifestyles of the Chicanos living in a small community in Ohio, exploring how they maintain their tradition while assimilating aspects of Anglo culture. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Culture* (30 minutes). Traveling to different regions of the United States, this program portrays cultural diversity, showing that different subcultures address human needs in different ways. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Introduction To Culture and Diversity* (60 minutes). Defining the terms culture, macroculture, and microculture, this discussion considers the many cultures and religious groups in the United States. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Is Cultural Diversity A Good Idea?* (30 minutes). Discussing whether or not cultural diversity is a desirable goal, experts probe the role of African Americans and women in higher education. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Native-American Cultures (Part 2)* (58 minutes). This program explores moral and ethical issues related to the rights of Native Americans. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Overcoming Prejudice In A Multicultural World* (20 minutes). Illustrating the destructive nature of prejudice, this program teaches viewers to confront their own biases, as well as the biases of others. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

*Psychology: Scientific Problem Solvers, Careers for the 21<sup>st</sup> Century* (13 minutes). An introduction to various careers in psychology designed to capture the interest of today's students. Comes with a brochure; the package gives a broad overview of what psychologists do

in their jobs. APA Order Dept., PO Box 2710, Hyattsville, MD 20784.

Race, Hatred, and Violence: Searching For Solutions. (22 minutes). Using interviews with community leaders, social activists, politicians, and legal and psychological experts, this program explores racism in American society, examining its causes and manifestations. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

America in a Different Mirror: A Comparative Approach to History (60 minutes). In this program, Ronald Takaki argues that diversity has been the destiny of the U.S. from the first contacts between Native Americans and Europeans. He explains that by 2056, most Americans will be non-white. Insight Media Inc., 2162 Broadway, New York, New York, 10024. www. Insight-media.com. *DVD / 2007 / #2AR6569 - \$159.00*

Racism (12 minutes). Filmed partly in South Central Los Angeles, this video talks to teenagers about hatred, unfair treatment, narrow mindedness, prejudice, stereotyping, and name-calling. Insight Media Inc., 2162 Broadway, New York, New York, 10024.

The Caring Helper (30 minutes). This video and workbook teach helping and self-care skills to volunteer and professional caregivers working with people who face life-threatening illnesses, dying or bereavement. Interviews with family members illustrate the concepts about helping skills. Experienced helpers demonstrate support group exercises and discuss the rewards and challenges of care giving. Scro Publications, PO box 1344, San Carlos, CA 94070, 415, 591-9307.

The Rage for Democracy (60 minutes). Four stories test the ideal of democracy against the reality of everyday life, investigating the influence of race, income, and education on citizen activism. PBS Video Catalogue. 1320 Braddock Place, Alexandria, VA, 22314-1698.

Yo Soy (30 minutes). Probing concerns and problems of the Mexican-American community, this video examines the progress Chicanos have made in politics, education, and the labor force. PBS Video Catalogue. 1320 Braddock Place, Alexandria, VA, 22314-1698.

Rich Media, Poor Democracy (35 min.). This DVD examines media's impact on participatory democracy. It links an increasingly depoliticized U.S. public to the profit motives of large corporations. The program also traces the history of media ownership and offers solutions for reorganizing the current media system. Insight Media Inc., 2162 Broadway, New York, New York, 10024. www. Insight-media.com *DVD / 2003 / #SAR4690 - \$249.00*