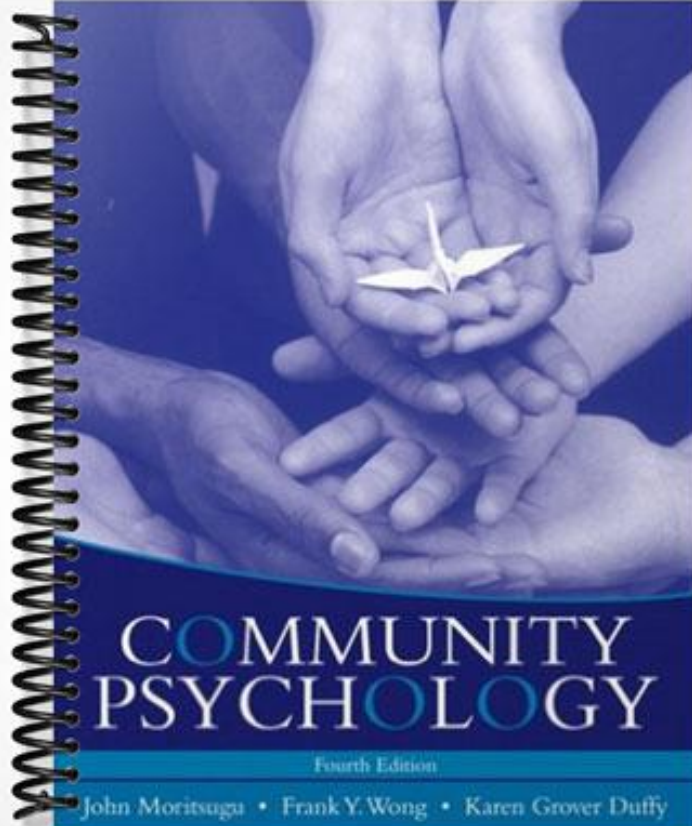


**TEST BANK**



**COMMUNITY  
PSYCHOLOGY**

Fourth Edition

John Moritsugu • Frank Y. Wong • Karen Grover Duffy

# **Instructor's Manual and Test Bank**

*for*

## **Community Psychology**

Fourth Edition

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**Allyn & Bacon**

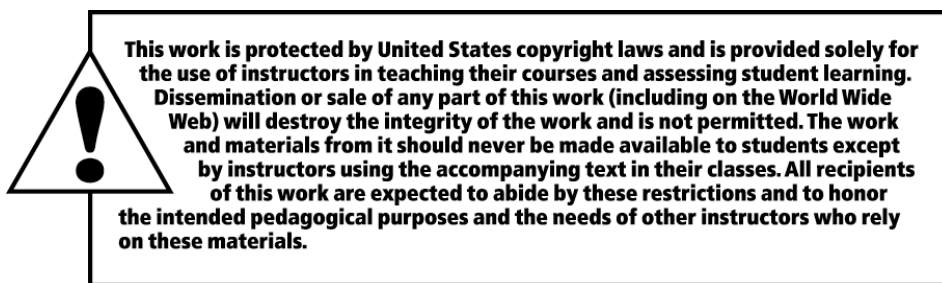
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# CONTENTS

## **PART I: INTRODUCTORY CONCEPTS**

<b>Chapter 1</b>	<b>Introduction</b>	<b>1</b>
	Chapter Outline	1
	Suggested Discussion Topics and Activities	2
	Test Questions	4
	Recommended Films and Videos	11
<b>Chapter 2</b>	<b>Scientific Research Methods</b>	<b>14</b>
	Chapter Outline	14
	Suggested Discussion Topics and Activities	15
	Test Questions	16
	Recommended Films and Videos	22
<b>Chapter 3</b>	<b>Stress and Resilience</b>	<b>23</b>
	Chapter Outline	23
	Suggested Discussion Topics and Activities	24
	Test Questions	25
	Recommended Films and Videos	31

## **PART II: SOCIAL CHANGE AND INTERVENTION STRATEGIES**

<b>Chapter 4</b>	<b>The Importance of Social Change</b>	<b>32</b>
	Chapter Outline	32
	Suggested Discussion Topics and Activities	33
	Test Questions	34
	Recommended Films and Videos	41
<b>Chapter 5</b>	<b>Community Intervention Strategies</b>	<b>44</b>
	Chapter Outline	44
	Suggested Discussion Topics and Activities	45
	Test Questions	46
	Recommended Films and Videos	49

## **PART III: COMMUNITY PSYCHOLOGY APPLIED TO VARIOUS SETTINGS**

<b>Chapter 6</b>	<b>The Mental Health System</b>	<b>51</b>
	Chapter Outline	51
	Suggested Discussion Topics and Activities	52
	Test Questions	53
	Recommended Films and Videos	59

<b>Chapter 7</b>	<b>Social and Human Services in the Community</b>	<b>60</b>
	Chapter Outline	60
	Suggested Discussion Topics and Activities	61
	Test Questions	62
	Recommended Films and Videos	70
<b>Chapter 8</b>	<b>Schools, Children, and the Community</b>	<b>77</b>
	Chapter Outline	77
	Suggested Discussion Topics and Activities	77
	Test Questions	80
	Recommended Films and Videos	90
<b>Chapter 9</b>	<b>Law, Crime, and the Community</b>	<b>94</b>
	Chapter Outline	94
	Suggested Discussion Topics and Activities	94
	Test Questions	97
	Recommended Films and Videos	105
<b>Chapter 10</b>	<b>The Health Care System</b>	<b>108</b>
	Chapter Outline	108
	Suggested Discussion Topics and Activities	108
	Test Questions	109
	Recommended Films and Videos	112
<b>Chapter 11</b>	<b>Community Health and Preventive Medicine</b>	<b>113</b>
	Chapter Outline	113
	Suggested Discussion Topics and Activities	114
	Test Questions	115
	Recommended Films and Videos	117
<b>Chapter 12</b>	<b>Community/Organizational Psychology</b>	<b>118</b>
	Chapter Outline	118
	Suggested Discussion Topics and Activities	119
	Test Questions	120
	Recommended Films and Videos	127
<b>PART IV: WHERE TO FROM HERE?</b>		
<b>Chapter 13</b>	<b>The Future of Community Psychology</b>	<b>133</b>
	Chapter Outline	133
	Suggested Discussion Topics and Activities	133
	Test Questions	134
	Recommended Films and Videos	137

## **CHAPTER 1 Introduction**

### **Historical Background**

#### **What Is Community Psychology? What Is a Community Psychologist?**

##### **Fundamental Principles:**

- Respect for Diversity
- The Importance of Context and Environment
- Empowerment
- The Ecological Perspective/Multiple Levels of Intervention

##### **Other Central Concepts:**

- Prevention Rather Than Treatment
- Emphasis on Strengths and Competencies
- Social Change and Action Research
- Interdisciplinary Perspectives
- A Psychological Sense of Community

### **Research**

#### **What's in It for You?**

##### **Undergraduate Education**

##### **Advanced Training in Community Psychology**

### **Plan of the Book**

### **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 Psy. D. as a practitioners degree, versus 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 baby boom started in
  - a. the mid 1940's.\*
  - b. the late 1950's.
  - c. the early 1940's.
  - d. the 1980's.
3. Eysenck's review of the research literature on effectiveness of psychotherapy found
  - a. positive effects were possibly due to the passage of time.\*
  - 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. 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.
7. Iscoe described community psychology as \_\_\_\_\_.
  - a. studying the factors which made for a successful community\*
  - b. studying what makes for the distinction between in-group and out-group membership
  - c. essentially a laboratory science
  - d. vested in the use of experimental design

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. Toro (2005) found that the number of self identified ethnic minorities in Division 27 of the American Psychological Association (Society for Community Research and Action) proportionally had
  - a. fewer than the APA as a whole.
  - b. and equal proportion to those in the APA.
  - c. more than the APA as a whole.\*
  - d. fewer women but more ethnic minorities than the APA as a whole.
  
11. Bond and Harrell (2006) believed that community psychology needed to
  - a. recruit more women.
  - b. recruit more ethnic minorities.
  - c. pay attention to the subtleties of multiple diversities.\*
  - d. All of the above.
  
12. 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
  
13. Roger Barker studied
  - a. behavioral settings.\*
  - b. the difference between cultures.
  - c. the social conformity.
  - d. All of the above.
  
14. 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

15. Setting control is related to
- discriminative stimuli.
  - environmental stimuli.
  - learning.
  - All of the above.\*
16. The process of enhancing the possibility that people can more actively control their own lives is called \_\_\_\_\_.
- activism
  - empowerment\*
  - social democracy
  - engagement
17. The role of the community psychologist is to
- help people.
  - help people to help themselves.\*
  - be a spokesperson for the community.
  - serve as the expert.
18. Bronfenbrenner believed we needed to understand the development of the individual
- across many levels and through many systems.\*
  - from an intrapsychic point of view.
  - behaviorally.
  - using a model of individual differences.
19. A “Mesosystem” is
- where the microsystems interact.\*
  - the level of culture.
  - the system where the individual does not reside.
  - All of the above.
20. The \_\_\_\_\_ does not immediately contain the individual.
- microsystem
  - mesosystem
  - exosystem\*
  - None of the above.
21. James Kelly’s example of community psychology being like playing in a baseball game illustrated the principle of \_\_\_\_\_.
- dependability
  - the power of the individual
  - interdependence\*
  - viability

22. \_\_\_\_\_ states that those with greater ability to deal with a broader range of environments should find wider distribution across settings.
- Cycling of resources
  - Interdependence
  - Adaptive capacity\*
  - Longevity
23. The concept of person-environment fit suggests the best person for a position
- is dependent on their motivation.
  - is dependent on what the position requires.\*
  - is independent of what a position requires.
  - is independent of the person's characteristics.
24. Community psychology is especially interested in treatment over prevention.
- True.\*
  - False.
  - A trick question, since there is no discussion of these dimensions in community psychology.
  - All of the above.
25. Cowen stated that prevention programs must be
- Intentional.
  - Group oriented.
  - Before the onset of pathology.
  - All of the above.\*
26. \_\_\_\_\_ attempts to treat a problem at the earliest demonstration of a problem, before it become severe or persistent.
- Primary prevention
  - Secondary prevention\*
  - Tertiary prevention
  - All prevention programs should make
27. 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.
28. The Institute of Medicine labeled prevention programs aimed at the total population
- universal.\*
  - selective.
  - indicated.
  - popular.

29. 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
30. Examples of “blaming the victim” would include
- claims that people’s culture is impoverished.
  - stating that people are too lazy to do more.
  - saying that the lack of accomplishment is the result of lack of intelligence.
  - All of the above.\*
31. Action research is
- research on program effectiveness.
  - research aimed at solving problems.\*
  - research that is correlational in nature.
  - research on action.
32. Community psychology is not interested in
- action research.
  - social change.
  - prevention.
  - remediation.\*
33. According to Sarason (1974) the feeling of belonging to a group is called
- in-group membership.
  - psychological sense of community.\*
  - community pride.
  - membership identity.
34. Community may best be defined as
- a neighborhood.
  - relational ties.
  - a locality.
  - All of the above.\*
35. McMillan & Chavis (1986) theorized that Psychological Sense of Community consisted of
- emotional connections.
  - membership.
  - feeling one can influence group decisions.
  - All of the above.\*

36. 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
- effective strategies to bridge science and practice.
  - changing who determines what is important, so communities have a say in this.
  - a broadening of the definition of good science beyond the "narrow" laboratory based experimental designs.
  - understanding that good science is independent of values.\*
37. 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
- case study.
  - qualitative.
  - experimental.
  - quasi-experimental.\*
38. In Martin, Lounsbury & Davidson's (2004) study of American Journal of Community Psychology articles, the methodology found to be growing in usage was
- survey.
  - qualitative.\*
  - laboratory studies.
  - case studies.
39. One popular form of people volunteering to help in their community is called
- internship.
  - service learning.\*
  - externship.
  - community placement.
40. An activity in which both clinical psychologists and community psychologists might engage is
- assessment.
  - therapy.
  - diagnosis.
  - research.\*
41. Durlak and Wells (1997) meta-analysis of prevention programs for children found
- there was no effect.
  - there were small effects at best, so they call for more refinement and further research.
  - there were usually significant effects.\*
  - the data was ambivalent at best.

42. With which statement(s) would a community psychologist agree?
- The role of the community psychologist is to advance the well-being of community life.
  - Prevention before a problem develops is better than treatment after the fact.
  - Other areas of psychology are too centered on the person not the environment.
  - All of the above.\*
43. 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
- not acceptable to community psychologists for a variety of reasons.
  - the ecological perspective.\*
  - a form of behavior modification.
  - called interactional inhibition.
44. 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
- community.\*
  - neighboring.
  - influence.
  - enabling.
45. Sense of community includes four elements. Which one is mismatched to its example?
- Memberships; Sarita feels that she fits into the community well.\*
  - Influence; Julio senses that he really can make a difference in his community.
  - Integration; Anastasia knows that if she needs help with her young children, other young mothers in the neighborhood will baby sit for her.
  - All are well-matched.
46. 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
- primary prevention.\*
  - secondary prevention.
  - tertiary prevention.
  - milestone prevention.

## ESSAY QUESTIONS

- 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.
- 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. Project TAP (Teenagers Against Pregnancy) has been established to provide a clinic for teenage girls. The clinic operates Monday through Friday from 9am to 3pm. Clients can receive private counseling from a sex educator. In addition, sex education classes are offered (for example, AIDS, pregnancy prevention, or teen parenting issues). The girls have the opportunity to choose the classes they want to attend. After each class the girls can break out into smaller support groups to discuss issues currently affecting them. Explain how and why the principles of community psychology are exemplified by TAP. Explain how and why community psychologists might want this program changed.
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 at least two videos on community psychology at this time. One is from the U.S. and the other is a foreign product. You might find it interesting to note the differences and similarities.

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](http://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](http://www.insight-media.com) DVD / 2003 / #SAR4690 - \$249.00