

**PYC2614**

( 482466)

May/June 2018

**Community psychology: Building foundations**

Duration 2 Hours

50 Marks

**EXAMINERS**

FIRST

PROF ME FOURIE

DR MA GUMANI

MR DJ KRUGER

PROF MJ TERRE BLANCHE

SECOND

DR JK MOODLEY

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**Closed book examination**

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**Please complete the attendance register on the back page, tear off and hand to the invigilator.**

**INSTRUCTIONS:**

- 1 Note that this question paper consists of the following two sections  
This paper consists of 11 pages  
Section A – multiple-choice questions, which carries 30 marks  
Section B – short paragraph questions, which carries 20 marks
- 2 Questions in both sections should be answered on the examination book provided
- 3 Answer the questions in both sections
- 4 Note the choices given in Section B and ensure that the length of your answers corresponds with the marks allocated

**Question 1**

The aim of the module "Community Psychology Building Foundations" (PYC2614) is to

- (1) train students as fully fledged professionals that can perform and implement community interventions
- (2) build the foundations of communities
- (3) solve community problems in the areas of mental illness and crime, once and for all
- (4) provide ways and means of understanding current contextual issues in our communities
- (5) None of the above are correct

**Question 2**

Mainstream modern psychology is **NOT** based on the belief that

- (1) knowledge should be produced through methods of science
- (2) objective truth can be discovered if methods of research are refined
- (3) objective knowledge can be created without considering the role of the observer or researcher in the process of research
- (4) people are the (best) experts on their own lives and on their local communities
- (5) assumes that psychology is an objective and universal science

**Question 3**

The traditional African psychological worldview does **NOT**

- (1) have a holistic view of life as a cosmic unity
- (2) view parental responsibilities as also residing with the extended family and community
- (3) make no or little distinction between nature and culture
- (4) gain knowledge primarily through separation and abstraction
- (5) view causality to be linked to the interaction of life forces

**Question 4**

The critical African perspective on psychology

- (1) is based on the Western and individualistic approach to psychology
- (2) assumes a value-free orientation to knowledge that is located in the middle to upper socio-economic classes
- (3) includes the lived experiences and reflections of marginalised people
- (4) caters only for the values of middle and upper classes
- (5) sees psychological illness as having an underlying biological cause

[TURN OVER]

**Question 5**

Yen's (2013) discussion of the history of community psychology in South Africa points to the position of liberatory community psychology wherein

- (1) psychological services and psychotherapy are only meant for the elite and middle class who can afford it
- (2) "community" refers only to poor, disadvantaged, black townships or rural areas
- (3) community psychology is only for the disadvantaged who cannot afford or access individual therapy
- (4) psychological health, illness and disorder are predominantly located within individuals and not linked to societal, political, historic, and environmental influences
- (5) None of the above are correct

**Question 6**

The definition of community psychology does **NOT** include the following

- (1) There is no single definition of community psychology, and it is a heterogeneous concept
- (2) Nelson and Prilleltensky (2010) refer to community psychology as the critical study of people in context
- (3) Community psychology is a neutral knowledge domain that is a sub-discipline of Psychology
- (4) Community psychology places an emphasis on the importance of the local rather than the universal
- (5) Community psychology is directed towards the common aim of improving community conditions and promoting psychological wellbeing

**Question 7**

The recent calls for a decolonised education by the "fallist" movements such as "#Rhodesmustfall" and "#Feesmustfall" in South Africa can **NOT** be linked to

- (1) A critical process of self-reflection within student collectives and academia
- (2) A politics of knowledge production that show that science and knowledge is non-political
- (3) A process of critically thinking and theorising about the *situatedness* of knowledge systems and entry into dialogues with different approaches or theories from elsewhere
- (4) A re-ignition of importance of an education that is relevant to the many and varied local contexts in Southern Africa
- (5) The problematic of importing conceptual categories and theories from the West

**Question 8**

Stevens (2013) speaks of "community psychologies" (heterogeneous) as opposed to a singular "community psychology" This points to

- (1) the relevant social contexts under which community psychologies operate
- (2) the intrapsychic and individualistic bio-medical model in psychology
- (3) modern Western values, ideals, principles, and practices
- (4) the liberal and humanitarian scientific ideologies and approaches to mental illness
- (5) the lived experiences of the people in the West

[TURN OVER]

**Question 9**

Nowadays we cannot speak of a single homogenous "community psychology" (Stevens, 2013) but rather heterogeneous "community psychologies" that emerged from

- (1) the positivistic scientific ideology of community psychology
- (2) the intrapsychic and individualistic bio-medical model in community psychology
- (3) various social and community contexts
- (4) community psychology as a sub-discipline of psychology
- (5) the values, ideals, principles, and practices of the West that form the basis of community psychology

**Question 10**

Which one of the following is **NOT** a core principle of community psychology, according to Stevens (2013)?

- (1) Prevention and competence promotion
- (2) Cure is better than prevention
- (3) Socially responsive psychological praxis
- (4) Psychological sense of community
- (5) Holistic ecological interventions

**Question 11**

South Africa has a long history of mainstream psychology that was silent and often implicitly or actively supportive of racism (Yen, 2013). This was justified by the viewpoint that

- (1) socio-political contexts are important influences on mental health and well-being
- (2) psychology supports social justice and the emancipation of all
- (3) psychology is a value-free science
- (4) community is sometimes seen to exist whereas in fact it does not
- (5) social and political change are necessary at the collective level

**Question 12**

The community psychologist cannot perform the following roles or functions

- (1) Advocate, advisor, and negotiator
- (2) A consultant to the community
- (3) A participant and conceptualiser who is involved in community processes
- (4) A practitioner of individualistic intervention policies only
- (5) A researcher who understands and performs research on community issues

[TURN OVER]

**Question 13**

The mental health model does **NOT** include

- (1) the liberatory framework that addresses power dynamics and social structural inequality
- (2) the bio-medical framework that conceptualises mental health problems as diseases
- (3) the ecosystem framework that understands mental health as a function of various interacting systems
- (4) the bio-psychosocial framework that considers biological, social and psychological factors in the causes and treatment of mental health issues
- (5) the promotion of access and affordability of community-based mental health care

**Question 14**

The social ecological model does **NOT**

- (1) encourage communities to be active and meaningful participants in social systems and institutions
- (2) mobilise people against structures and procedures that hinder wellbeing
- (3) tend to the meso-, exo- and macro-systems but ignores the micro system
- (4) focus on social transformation by challenging oppressive structures or relationships
- (5) apply systems thinking to individual interactions with the social and physical environments

**Question 15**

The principles of community psychology do **NOT** include

- (1) An empowerment framework with the aim of promoting the self-determination of community members, their democratic participation, and ensuring that power is equally shared in the community
- (2) Dominant psychological knowledge that is centrally controlled
- (3) A challenge to cultural norms that tend to disempower community sub-groups such as women, people of colour, the LGBTI community, and people with disabilities
- (4) Confronting issues of inequality, poor living environments, labour conditions, social and health conditions due to the ineffective distribution of resources
- (5) The development of a personal sense of control over one's life

**Question 16**

Which of the following is **NOT** true?

- (1) Prevention corresponds with the principle of risk prevention and health promotion
- (2) Prevention focuses on identifying risk factors as well as protective factors
- (3) Ideological, historical and material factors are unrelated to the development of risk factors
- (4) Community resilience via a community's protective factors can be used to intervene and prevent violence and crime
- (5) Community strengths are factors that are available in a community that can be used to intervene and prevent violence and crime

[TURN OVER]

**Question 17**

Community psychology does **NOT** focus on

- (1) an individual's relationship with their environment in order to promote the wellbeing of all in a society
- (2) social wellbeing, which includes living in peace and harmony with other people in one's community
- (3) having freedom of choice and the ability to act on the basis of the choices made in every area of one's life
- (4) fixing community issues that the community cannot address themselves
- (5) security, which refers to having civil peace, physical safety, and living in a secure environment

**Question 18**

Dynamic and resilient economies in a community are primarily indicated by

- (1) personal and community safety
- (2) sustained retail spending, business growth, and having skilled occupations
- (3) housing affordability, transport accessibility, and sustainable energy use
- (4) arts, cultural activities, sports, recreational activities, and cultural diversity
- (5) membership in local community organisations, and citizen engagement

**Question 19**

Community wellbeing is inextricably linked to social transformation and social justice. Which of the following statements provides the **best** demonstration of this?

- (1) The appropriately rehabilitation of convicted criminals will reduce the incidence of crime
- (2) Communities that organise together help one another
- (3) The unfair and unequal distribution of resources, rights and treatment contributes negatively to community wellbeing
- (4) Keeping all local homes properly locked when the occupants are away will decrease crime
- (5) It is the responsibility of government and the police to address crime

**Question 20**

Tertiary prevention of violence and crime includes

- (1) reducing potential harmful incidents before they occur
- (2) lessening the number of people who are affected by a violent incident
- (3) identifying early signs of being affected by violence and crime
- (4) limiting severe harm or loss caused by violence and crime
- (5) identifying members of a community's demographic characteristics that have the potential to make community members vulnerable to victimisation

[TURN OVER]

**Question 21**

The discovery of the toxic effects of nuclear weapons testing due to the link of high radioactivity with the development of cancer in humans and animals is an example of the following intervention type

- (1) engineering
- (2) legislation
- (3) enforcement
- (4) education
- (5) research

**Question 22**

Instrumental rationality is a powerful tool, but neglects the aspect of

- (1) problem-solving
- (2) relationality
- (3) analysis
- (4) objectivism
- (5) atomism

**Question 23**

Messy or "wicked" problems such as endemic poverty, depression or crime

- (1) evolve in settings of low complexity, high certainty, and predictability
- (2) are solved by figuring out who is responsible, and holding them accountable
- (3) can be managed by instrumental-rationalist problem-solving approaches
- (4) are characterised by intermeshed economic, social and ecological systems
- (5) all of the above are correct

**Question 24**

Which of the following is **NOT** true with regard to relational "blind spots" of individuals and groups?

- (1) Relational blind spots inhibit new learning for adaption and self-correction
- (2) Relational blind spots explain why people sometimes act in ways that appear irrational or thoughtless
- (3) Relational blind spots can be solved by holding a dialectic oppositional stance in relationships
- (4) Relational blind spots are often established by hidden assumptions
- (5) Relational blind spots reflect a situation where what people think they know to be true isn't true

**[TURN OVER]**



**Question 25**

The literature on historical and intergenerational trauma does **NOT** state that

- (1) historical trauma can have the effect of guilt and silencing on the side of the descendants of the perpetrators
- (2) historical trauma can be fixed by using Kubler-Ross's stages of loss and bereavement
- (3) historical trauma reflects layers of multiple traumas, indignities, and injustices to people over a prolonged time
- (4) people who grow up in brutalising contexts are at higher risk of developing poor relationship skills
- (5) blame and anger on the one hand, and denial and defensiveness on the other, are typical responses to historical trauma

**Question 26**

"The Joe Slovo informal settlement is a community that has many people who live in poverty, many single-parent families and a majority of women in the population." This statement is an example of

- (1) individual and system-based systemic interventions
- (2) demographic characteristics that have the potential to make community members vulnerable to victimisation
- (3) the prevention of future occurrence of violence and crime
- (4) the secondary prevention of violence and crime
- (5) the tertiary prevention of violence and crime

**Question 27**

A complicated problem solving process does **NOT**

- (1) require high level expertise from various specialists
- (2) often require mathematical or statistical formulae
- (3) is always responsive to linear problem solving
- (4) require a lot of technical skill and experience
- (5) involve a number of uncertainties and unpredictability

**Question 28**

Cyclist helmets have been demonstrated to have high preventive value in case of head injuries. Now bicycle helmet use has been made compulsory in many countries. Compulsory bicycle helmet use in a specific country is an example of the following intervention type

- (1) engineering
- (2) legislation
- (3) enforcement
- (4) education
- (5) research

[TURN OVER]

**Question 29**

The statement "It isn't what we know about the problem that is the problem, it's what we think we know is true but just isn't true" is **NOT** an example of

- (1) why people sometimes act in ways that appear irrational or thoughtless
- (2) holding on to an oppositional dialectic stance where being right is most important
- (3) people typically tend to ignore and squash negative feedback or symptoms
- (4) whole systems listening
- (5) controlling a situation and enforcing one's viewpoint on others

**Question 30**

The literature on intergenerational and historical trauma does **NOT** state the following

- (1) Underneath anger, there is always grief
- (2) Culturally safe places should be established for people to find and tell their stories
- (3) People should be allowed to feel the feelings and move through layers of loss and grief
- (4) People should be encouraged to take ownership of their experiences and re-make choices
- (5) Qualified psychologists and psychiatrists are the main professionals who should facilitate these processes

**Subtotal. 30 marks**

**[TURN OVER]**

**SECTION B****PARAGRAPH QUESTIONS****Question 1**

Choose any one Western or non-Western epistemology/worldview of psychology, and do the following

- a) Name and explain the focus of the epistemology/worldview that you have chosen (2)  
 b) In 3 sentences, briefly explain 3 beliefs that a community worker using this epistemology/worldview would focus on when approaching a problem in a community (3)  
**(5 marks)**

**Question 2**

Choose 1 question among questions 2A, 2B and 2C based on the theme that you chose to study in Section B of the Study Guide.

Question 2A

(Theme 3A - Bronfenbrenner's ecological framework for human development)

Explain the difference between the factors that have a direct influence on an individual and those that have an indirect influence on the individual according to Bronfenbrenner's ecological framework for human development **(10 marks)**

**OR**Question 2B

(Theme 3B – The public health model)

Explain the following in the public health model's four-step logic

- a) Problem identification (5)  
 b) Causes identification (5)  
**(10 marks)**

**OR**Question 2C

(Theme 4 - Safety and security What is working in my community?)

Discuss any 5 objectives of the victim empowerment programme (VEP) that has been adopted in South Africa **(10 marks)**

**[TURN OVER]**

**Question 3**

Discuss the potentially negative impacts of scientific and technological progress on human communities (as indicated in Theme 5 of the Study Guide) Your discussion should include unintended negative consequences, and different ways to view these potentially negative impacts Provide an example to illustrate your discussion **(5 marks)**

**Subtotal: 20 marks****TOTAL 50 MARKS**