

Chapter 3: The Aims of Community Research

1. A viewpoint of Chapter 3 is that ____ can enhance its validity and value. (p. 82)
 - a) having researchers solely control research
 - b) **sharing control of research with citizens**
 - c) giving sole control of research to citizens
 - d) restricting research to the laboratory
2. In Chapter 3, the four questions for community researchers concern which issues below? (p. 83)
 - a) Making your values and assumptions clear
 - b) Citizen participation in research planning
 - c) Cultural and social contexts of the community studied
 - d) **All of the above**
3. The philosophy of science that emphasizes value-free objectivity, measurement, and testing of hypotheses regarding cause and effect to understand generalizable laws or principles is which of the following approaches? (p. 85)
 - a) Contextualist
 - b) **Positivist**
 - c) Constructivist
 - d) Critical
4. The philosophy of science that most emphasizes knowledge constructed through a relationship between researcher and participants in research, and understanding the perspective of those participants is which of the following approaches? (p. 86)
 - a) Positivist

- b) Postpositivist
 - c) **Constructivist**
 - d) Critical
5. Murray and his colleagues evaluated the effectiveness of an advocacy program for women with abusive partners. This study is an example of: (p. 86)
- a) positivist, value-free research
 - b) use of experimental methods in a community study
 - c) “taking a stand” based on a feminist viewpoint
 - d) **both b and c**
6. Research that “takes a stand” on a controversial social issue... (p. 89)
- a) cannot be scientific or scholarly.
 - b) **involves explicitly stating premises and values.**
 - c) does not align with community psychology values.
 - d) none of the above.
7. “Attending to marginalized voices” on a social issue refers to... (p. 89)
- a) searching for perspectives not publicized or heard.
 - b) searching for the views of the less powerful.
 - c) challenging the conventional viewpoint on an issue.
 - d) **all of the above**
8. Studying the everyday life experiences of homeless persons, rather than studying the logistical aspects of homelessness, is an example of: (p. 89)
- a) Positivist community research.
 - b) Changing levels of analysis.

- c) **Attending to marginalized voices.**
 - d) All of the above
9. You are a researcher studying the racial disparity in rates of disciplinary action in high schools. You plan to define the problem in operational terms, objectively measure and test causes and effects, and develop educational programs to reduce this problem. What is a disadvantage of this approach to this problem? (p. 91)
- a) **There will be differences in how to define and reduce the problem.**
 - b) Empirical research on a controversial issue is not possible.
 - c) These findings would not be relevant to the general public.
 - d) A positivist approach is needed.
10. Research involving shared decision making by researchers and community members is called: (p. 92)
- a) Collaborative research
 - b) Participatory action research
 - c) Participatory community research
 - d) **All of the above**
11. A group of community members who help researchers decide how to conduct a research project, perhaps controlling some of those decisions, is termed... (p. 95)
- a) a research protocol
 - b) an institutional review board
 - c) **a community research panel**
 - d) psychopolitical validity
12. A community research panel enables... (p. 95)

- a) better understanding of a community's culture.
- b) community participation in planning of research.
- c) research products that benefit the community.
- d) **all of the above**

13. Some decisions that may be shared with citizens in participatory community research include: (p. 95)

- a) Whether to use a control group
- b) Design of questionnaires or other measures
- c) How findings will be reported
- d) **All of the above**

14. A workshop for community members to discuss research findings and to apply them, an interview on the research findings for a local radio station, or developing skits for local audiences to illustrate the findings are examples of: (p. 96)

- a) Ways to "culturally anchor" research
- b) **Useful products of collaborative-participatory research**
- c) Skills often taught in psychology training programs
- d) Collaborative, but not participatory, research methods

15. Participatory community research methods... (p. 96)

- a) erase all differences of power between researchers and citizens.
- b) **do not erase all differences of power between researchers and citizens.**
- c) is not scientifically based
- d) none of the above

16. When applied to community research, terms such as “collaborative” and “participatory” have... (p. 101)

- a) simple, agreed-upon definition.
- b) **many meanings that can be very different.**
- c) been unsuccessful in guiding innovative research.
- d) been applied in highly similar ways in different cultures.

17. Thinking of members of a cultural group as very psychologically similar, and categorizing them in general terms, is the assumption of: (p. 104)

- a) Methodological equivalence
- b) Within-group methodology
- c) **Population homogeneity**
- d) Population equivalence

18. In Wright and Kloos’ study of supported housing environments for persons with serious mental illness, findings showed that neighborhood characteristics were just as important to the residents as the quality of individual apartments. This illustrates the importance of: (p. 107)

- a) **Considering levels of analysis**
- b) Attending to historical factors
- c) Assuming methodological equivalence
- d) Using between-group methodologies

19. Should a study of neighborhood citizen participation focus on individual variables that predict individual participation, the functioning of a neighborhood association as an

organization, or the effects of the organization on the whole neighborhood? This question concerns: (p. 108)

- a) **Ecological levels of analysis.**
- b) Cultural anchoring.
- c) Participatory-collaborative approaches.
- d) Attending to unheard voices.

20. Viewing a complex social context, like a neighborhood, as a *system* suggests all of the following EXCEPT... (p. 108)

- a) use of multiple measures over time
- b) a focus on the boundaries of the neighborhood
- c) **a less complex research process with fewer variables**
- d) attention to perspectives of various actors in the setting