PREFACE

NEW TO THIS EDITION

- **Heightened readability:** Many chapters have been re-written with the student reader in mind.
- **Updated literature reviews:** You will find references to new terminology, innovative ways of studying the community, new studies of the community as well as new areas of study.
- **Consideration of healthcare disparities:** What are these discrepancies in our care? What is being done to understand and to address them?
- **New materials on obesity prevention:** Is obesity on the rise? What are community-based solutions to preventing obesity in children?
- **Added section on interpersonal violence:** Theories that attempt to explain violence in intimate relationships are presented along with community interventions, aimed to prevent this problem.
- **Addition of healthy aging considerations:** What helps adults enter later stages of life in healthy ways? In what ways are the elderly vulnerable to abuse and exploitation?
- **New considerations of bilingual education and the community:** In what ways are schools attempting to integrate immigrants into the community? Methods that view immigrant communities as assets are discussed.

Community psychology grows from an optimism regarding human nature and a search for truth and meaning in the world. It believes in our basic need for each other and our biologically grounded ability to feel compassion and to desire to help. As community psychologists, we are motivated to improve the conditions for the whole, ameliorating the negative and promoting the positive (Cowen, 2000; Shinn & Toohey, 2003).

There is an appreciation for our individual differences and the diversity of our backgrounds, and at the same time for the commonalities that bind us together. We are able to indulge our curiosity about the world and its complexities.

Driven by questions about ourselves, and the collective entities in which we find ourselves, we derive an understanding that is both complex and nuanced. Simple answers may be easiest, but at the basis to the nature of things, we sense complexity, interactions, and a richness of factors that influence the natural social ecologies we study and in which we work. We believe the answers are to be found both in the empirical data that describe our human and social conditions and in the expression of our values and our spirit (Kelly, 2006).

The direction of our answers is toward the transactional nature of our world. We influence each other for better or worse. And so community theory is driven not just by the individual and his or her personality, but also by the influences of context (Trickett, 2009). It is a humble position to take with regard to our world and our influence in that world.

We have tried to succinctly capture the basic principles, themes, and practices in community psychology. The rest is exposition on the various systems in which these principles, themes and practices can be applied. In the interdisciplinary spirit of community psychology (Rappaport, 1977), the programs and research in these content areas are gathered from a variety of sources within community psychology, outside community psychology but within the discipline (counseling, clinical, educational and school psychology), and finally outside of psychology itself. Among the works cited, you, the reader, might find social work, public health, education,
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public policy, criminology/police sciences, sociology, and urban planning. This is reflective of where community psychologists are at work.

The text is divided into four parts. The first provides the historical, theoretical, and research framework for the field. Called to action, we are guided by principles of empowerment, ecology, appreciation of diversity, stress, and resilience. The second section looks at social change and how community psychologists might help in that change. The third section examines the variety of systems in which community psychology principles could be applied. The fourth and final section explores community psychology at present and into the future. What has been accomplished and what are potential areas to grow in? And what bits of wisdom might those who have worked in the field provide?

At the beginning of each chapter are quotes from others who pose a challenge or reflection, which may play out a theme within that chapter. Also at the beginning is an opening story or stories, providing an example of what is going on in the chapter. Each chapter is outlined so that students can expect what they are about to read and formulate questions related to the topics listed. Within the chapters are Case in Point examples of how the theory and research are being applied in the community.

Key concepts have been highlighted by boldface in all chapters. And finally, each chapter concludes with a summary. Students are advised to read this summary after they first peruse the outline and chapter so as to direct their attention to important issues in each chapter and to better organize their studying.

We hope that you find both information and a way of thinking about your psychological world emerging from this text. Community psychology is a body of knowledge, a theoretical framework, and a practice of psychology that relates to building a better world. Topics include fellowship and caring, compassion, support, coping, and succeeding against the odds.

Community psychology is also a way of conceptualizing the world and ourselves in it. You will see how thinking contextually, transactionally, systemically, and ecologically might shift your construction of problems and solutions.

Our thanks to Kristin Landon, who helped on the final editing, and all at Allyn & Bacon who facilitated in the completion of this project. Thanks also to the Pearson reviewers Edison Trickett, Peter Wollheim, and Rebecca Francis.

JM & EV

As one of the coauthors on this text, I thank the original authors, Karen Duffy and Frank Wong, for their original invitation to join them in this work. I also welcome Elizabeth Vera, the newest coauthor. She brings a wealth of expertise in prevention, social justice, and counseling, as well as work with diverse populations. Besides her research and practice acumen, she is a clear and effective writer. I could not have done the book without her.

I continue to thank my wife and fellow psychologist, Jane Harmon Jacobs, whose positive attitude and support helped in the good times and the hard times, and my son, Michael Moritsugu, who provided informed and very real help in the completion of the text.

We are the product of our own intellectual and emotional communities. Among my early advisors and teachers were Ralph Barocas and Emory Cowen from my graduate school days at the University of Rochester. I thank them for their support and challenges during my time in the snow country of upstate New York and throughout my career.

Among the many colleagues I found in graduate school, three in particular have remained helpful in continuing to engage me in discussions about the field of community
psychology. I thank Leonard Jason, David Glenwick, and Robert Felner for their fellowship and connection over the years. Their rich and enlightening research and writing in the field speak for themselves.

JM

I thank my family and colleagues for their support in my professional endeavors, which laid the groundwork for my contributions to the text. I am also indebted to the communities with whom I have collaborated over the years in efforts to promote the positive and ameliorate the negative.

EV

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