

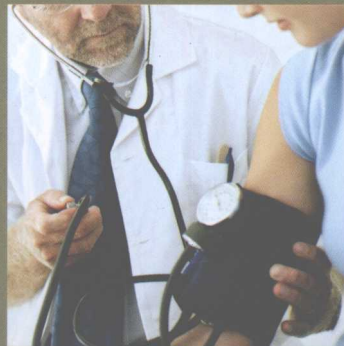
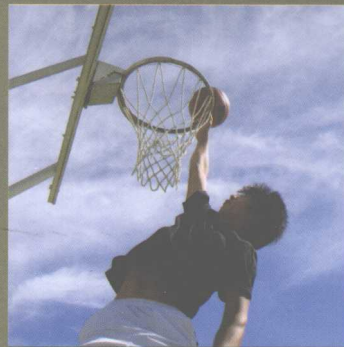


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# Community Psychology

# 社区心理学 (第3版)

By Karen Grover Duffy Frank Y. Wong



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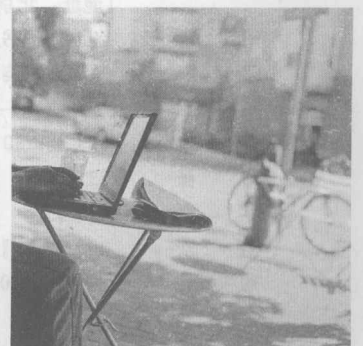
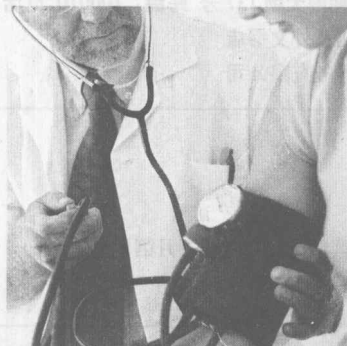
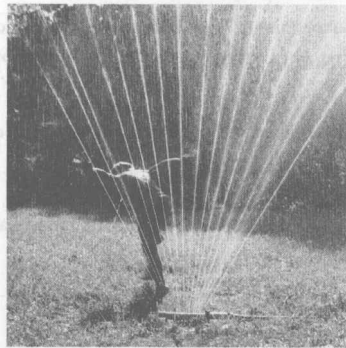


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## Community Psychology

### 社区心理学

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# 引言

欢迎进入社区心理学领域。我们相信，你将会发现这本书全面介绍了社区心理学的知识；并且，这本书具有学术性，又不失趣味性。它回顾了社区心理学领域的概念、理论以及研究。本书的大量篇幅不仅局限于社区心理健康的问题。我们认为，社区心理学领域已经非常壮大，不再仅仅是心理健康的象征，而是超出这一范围的新领域。

使用本书，读者将能够正确地评价社区心理学。社区心理学超出传统心理学的范围，而关注我们所接触的生活领域。这本书将培养读者理解和尊重社区心理学的价值。虽然《社区心理学》是为高年级心理学专业的学生设计的，但是它对那些具有基本心理学背景、有理解能力的学生同样适用。我们希望，本书促进你尊重美国社区的文化多样性。我们尽可能地强调文化多样性的研究。

《社区心理学》的第三版包括五个部分，共13章。前两章（第一部分）是介绍性的，将介绍社区心理学的目的、历史、哲学和研究方法。第二部分是关于社会变革的。在第二部分的首章里，你将了解社会变革是什么、它为什么重要以及社区中如何实施变革。

后续的章节则系统地考察了社区心理学家感兴趣的多种社区情境、干预措施以及人群。在每一章中，我们探讨了一些作用于受影响人群和情境的传统方法，以及回顾了一些社区心理学领域内发展起来的新方法。我们首先在社区心理学的经典领域（即心理健康领域）内这样做。第五章和第六章这两章是关于心理健康的，因为这是社区心理学中突出的主题。这两章构成了第三部分。

第四部分关注与社区心理学从其最初内容延伸出的领域。第七章到第十二章集中在社会服务和人员服务、学校和教育、法律和社会、医护、干预医学以及社区组织。另外，在这些章节中，我们首先考察了过去研究这些问题的方法，随后探讨了社区心理学家提出的新方法。最后，我们在第十三章中进行归纳，总结了社区心理学领域的内容以及其未来的发展趋势（第五部分）。

每一章包括一些我们认为能够吸引你的具体趣味特征。本书设计了相关案例，它是为了使问题或主题变得具有可实践性，以及激发读者的批判性思考。在典型的相关案例中，诸如无家可归或社区冲突之类的主题是以两种方式进行讨论的：考察与主题相关的问题，回顾相关的研究。

这些章节也包括一些教学辅助内容。每一章以本章大纲和开放式短文作为开头。开放式短文贯穿全章，阅读中可用于在各个要点上提炼材料。我们编辑了这些短文，这对某些短文使用者来说可能是非常有争议的。这些开头是一个个案史，个案史是一种临床而具有争议性的方法。我们之所以选择这样做，是由于我们发现一个事实：研究生的社区心理学项目半数以上都是临床的社区项目。对于那些在这种传统下得到训练的指导者来说，这些开放式短文能够帮助他们把学生从一个相关的临床观点（“其中每个短文中的个体是一个‘人物’”）引入每章末尾的社区（或“生态学的”）取向。对于那些被完全引入社区心理学的指导者来说，相关案例是更纯粹地建立在社区心理学之上的。另外，在社区心理学中的重要关键术语在每一章中都以黑体字标明。每一章以本章总结作为结尾。

通过批判性地考察这一领域、议题以及研究，我们希望这能激发你以有意义的方式参与社区活动，比如社区志愿者工作、研究工作或者政治活动。我们也希望，你能考虑在社区心理学这一激动人心的领域中追寻自己的职业理想。

## 致谢

我们要对参与这本书的许多人表示感谢。衷心感谢那些在本书编写过程中鼓励我们的人和那些对初稿给予有用评论的人。我们也想感谢审阅者，他们对这本书的批判性评价帮助我们重组议题并添加新资料，这使得本书更加完善。本书第3版的审阅者包括：Stephen Couch，宾夕法尼亚州立大学（Pennsylvania State University）；Jean Ann Linney，南卡罗莱纳大学（University of South Carolina）；Paul A. Toro，韦恩州立大学（Wayne State University）。

我们还要感谢Allyn & Bacon出版公司的许多人，感谢他们的耐心工作、细心敦促以及远见卓识。我们还要感谢我们的家人、朋友以及同事，当我们在电脑前拼命工作、花费大量时间在图书馆查找资料时，他们表现出极大的理解和耐心。另外，我们尤其要感谢达菲的学生，她的学生允许我们使用他们发表的文章，还有许多学生用最初的粗稿以及修改稿不断学习。我们衷心感谢每一个人。

卡伦·格罗佛·达菲（Karen Grover Duffy）

弗兰克·Y·黄（Frank Y. Wong）

## PREFACE



Welcome to the field of community psychology. We trust that you will find our book to be a scholarly, complete, yet engaging and interesting introduction to community psychology. This text presents a general overview of the concepts, theories, and research in the field of community psychology. The extensive scope of this book showcases more than community mental health issues. We believe that the field of community psychology has long outgrown its mental health image and is ready for a new text that goes beyond that focus.

Using our book, you, the reader, will develop an appreciation for community psychology. This text will foster an understanding of and a respect for the values of community psychology that often go beyond those of traditional psychology to which most of you have already been exposed. Although *Community Psychology* is designed for upper-division psychology students, it is suitable for all perceptive students who have a rudimentary background in psychology. We hope the book promotes in you a respect for the cultural diversity of this country's communities. Wherever we can, we highlight research on cultural diversity.

This third edition of *Community Psychology* is comprised of five parts and 13 chapters. The first 2 chapters (Part I) are introductory and will educate you about the purpose, history, philosophy, and research methods in community psychology. Part II pertains to social change. In the first chapter of Part II, you will discover what social change is, why it is important, and how change is implemented in the community.

The chapters that follow systematically examine various community settings, interventions, and populations of interest to community psychologists. We examine in each chapter a few of the traditional approaches to serving the affected groups and settings and then review some of the alternative approaches as developed within community psychology. We do so first for the classic area in community psychology—mental health. Two chapters (Chapters 5 and 6) are dedicated to mental health because it is still a prominent theme in the field. These two chapters constitute Part III.

Part IV features areas into which community psychology has expanded since its inception. Chapters 7 through 12 focus on social and human services, schools and education, law and society, health care, preventive medicine, and community organizations. Again, in each of these chapters, we first explore past approaches to relevant issues and then discuss alternatives offered by community psychologists. Finally, we conclude the text with Chapter 13, which summarizes the field and forecasts future trends for community psychology (Part V).

Every chapter contains special interest features that we believe will engage you, our student readers. The Cases in Point are designed to make the issue or topic practical and to stimulate critical thinking. In the typical Case in Point, a topic such as homelessness or community conflict is discussed in two ways: The issues related to the topic are examined and/or the relevant research is reviewed.

The chapters also contain several pedagogical aids. Each chapter begins with a chapter outline and an opening vignette. The vignettes are alluded to throughout the chapters and are used to crystallize the material at various points in your reading. We have done something with these vignettes that might be highly controversial for some adopters. The vignettes start with a case history, a very clinical and therefore a debatable approach. We did so in recognition of the fact that more than half of the graduate community psychology programs are clinical-community programs. For instructors trained in this tradition, the opening vignettes will assist them in moving their students from a clinical point of reference (in which the individual in each vignette is the “figure”) to a community (or “ecological”) orientation by the end of the chapter. For those instructors oriented exclusively to community psychology, the Cases in Point are constructed to be more purely based on community psychology. Instructors will want to emphasize the approach and pedagogical aid that best suits their needs. In addition, key terms that are important in the field of community psychology are boldfaced in all chapters. Each chapter then concludes with a summary.

By critically examining the field, its issues, and its research, we hope that you will be inspired to become involved in your community in meaningful ways, such as in community volunteer work, research, or political activism. We also hope that you will think about pursuing a career in the exciting field of community psychology.

## ACKNOWLEDGMENTS

We would be remiss if we did not thank the many people involved in this project. We owe sincere gratitude to the individuals who encouraged us in this undertaking and whose remarks on earlier drafts were extremely helpful. We also wish to thank our reviewers, whose critical appraisals of the book often helped us reframe issues and add material that resulted in a better product. The reviewers of this edition include Stephen Couch, Pennsylvania State University; Jean Ann Linney, University of South Carolina; and Paul A. Toro, Wayne State University.

We are grateful to the many individuals at Allyn and Bacon for their patience, gentle prodding, and insights. Our thanks also go to our families, friends, and colleagues who also demonstrated immense kindness and patience while we pounded away on our computers and spent long hours in library stacks searching for materials. Special gratitude is extended to Karen Duffy’s students who graciously consented to having their contributions included and to her many students who studied from and stumbled through earlier rough drafts, pencil marks and all. Our sincerest thanks to everyone.

K. G. D.  
F. Y. W.

## ABOUT THE AUTHORS

---

**Karen Grover Duffy** received her Bachelor of Science degree in psychology with honors from St. Lawrence University and her doctoral degree in social/personality psychology from Michigan State University in 1973. Since then, she has been a professor of psychology at the State University of New York (SUNY) at Geneseo, where she teaches general, community, organizational, social, and personality psychology. While at SUNY Geneseo, she also developed the community internship program for psychology students.

Duffy serves on the advisory board for the Center for Dispute Settlement, one of the oldest community mediation programs in the country, and has served at various times on other community agency boards. She won the Gold Mediator award for her service as a certified community and family mediator. Recently, she won the Community Service for Peace Award for her work in conflict resolution.

In 1995 and 2000, Duffy also won Fulbright Fellowships to teach community psychology and community mediation at St. Petersburg University, St. Petersburg, Russia. She has also returned to Russia to teach and to work with various community agencies, including AIDS International and Partnership for Children. Duffy became a distinguished Service Professor within the SUNY system for her community work and also was the recipient of the New York United Teachers Community Service Award as well as the Harry Van Arsdale Community Service Award from the AFL-CIO of New York State.

**Frank Y. Wong, Ph.D.**, is an Associate Research Professor at the Prevention and Community Health Department and a Senior Research Staff Scientist at the Center of Health Services Research and Policy, both of the George Washington University School of Public Health and Health Services. Dr. Wong has ongoing national and international research programs on HIV and substance abuse targeting vulnerable and underserved populations. He has served as a consultant to various national, state, regional, and local agencies on health-related prevention and intervention efforts (including health policy).



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