UNIVERSITY OF JOHANNESBURG

JUNE 2021
EXAMINATION: MEMO

COURSE: BA PSYCHOLOGY   **TIME:** Take Home-24 Hours

QUESTION PAPER: Community Psychology   **MARKS**: 100

SUBJECT CODE: PSY3E11 / PSY3EA3

SECTON 1: SHORT QUESTIONS   [TOTAL MARKS: 20]

1.1   Define participation in the context of community facilitation   (5)

1 mark for each for the following (maximum 5 points):
- Facilitation as working with, not working for the community
- A mutually learning process for both participants and facilitator
- The process is dialogic – involves talking, interaction to solve problems
- The "teacher is a learner" and the "learner is teacher" (Paulo Freire)
- Participation involves respect for the human dignity of the individual
- Participation involves working with the individual/community's desires, values, goals, ways of working

1.2   Define the 'more than material' view of space?   (5)

1 mark for each for the following (maximum 5 points):
- Space is not just about physical characteristics (1) in which people live
- but also how they people *feel* about the places they live (1),
- how they *identify* with it (0.5) and *act* (0.5) in these places that affect their health and well-being (1)
- community neighbourhoods has material, epistemic and affective dimensions (1)
- Therefore, belonging (to place) is something we (materially) experience, know, and feel (1)

1.3 Give a comprehensive description for why we need to do a program evaluation. (5)

1mark for each of the following:
- The main goal is action-oriented (1 mark) or student can say to resolve practical social issues (1 mark)
- So that the program is **accountable**
- To continue to **develop** the program further
- So as to **interpret** the effectiveness of the program
- To **empower** all people involved in the program

1.4 Describe Yuval-Davis' concept of Dialogical Engagement and indicate ways in which it may be applied in the politics of belonging in Higher Education   (5)

Dialogical engagement is central to belonging (Yuval-Davis, 2011) –it refers to the importance of dialogue in effecting transformation. Specifically, it is the reflexive self-problematisation (reflexive justice) nature of such engagements. Dialogical engagement is a call to (advocates/ activists) to be reflexive and conscious about their own positionings in

relation to their groups' members and also to other individuals in their encounters. **(3 marks for this description)**

This may mean that academics and students should reflect not only on their own histories of marginalisation, but also on histories of current and on-going privilege within and outside the frame of HE contexts **(student may make any suitable example that shows understanding of the concept and relates to HE and social inclusion- 2 MARKS)**

SECTION 2: DISCUSSION QUESTIONS   [TOTAL MARKS:30]

2.1   Discuss four types of distal determinants of alcohol problems in communities in South Africa   (10)

Any four of the following factors may be discussed. Marks can also be allocated for additional risk factors that are not necessarily included in the list below, if applicable or appropriate (2.5 marks per answer)

Socio-economic/living and working conditions (societal factors)
- Home
- Availability
- Exposure to alcohol consumption in the home
- Drinking norms
- Parenting/caregiving challenges
- School
  - Availability of alcohol at school
  - Drinking norms
  - Satisfaction with school
  - Academic performance
- Community
  - Availability - high alcohol outlet density
  - Drinking norms
  - Community disorganization/socio-economic conditions

Structural factors
- Alcohol policies and legislation
  - Alcohol availability
  - Alcohol marketing
  - Alcohol pricing
- Enforcement of policies and legislation
  - Alcohol availability
  - Alcohol marketing
  - Alcohol pricing

2.2 Jo-Anne is a 21 year old, black female who is currently a 3rd year psychology student at UJ. She was in a motor vehicle accident when she was 8 years old and as a result she sustained a spinal cord injury. Jo-Anne is paralysed from the shoulders down and she uses a wheelchair. Jo-Anne grew up in an informal settlement in Johannesburg. Her parents raised funds to purchase a wheelchair for her when she was 8 years old. Jo-Anne is currently struggling to attend some of her lectures, because the lifts are broken and the lecture hall is on the 3rd floor of the building.   (10)

2.2.1 Please specify whether a person that adheres to the medical model would intervene to assist Jo-Anne with her difficulty to access lecture halls? Please support your answer.   (2)
- Either yes or no will be correct, but with well-substantiated argument.
    - Might not intervene, because see deficit within the person;
    - Might intervene by trying to change the person (cure, rehabilitation etc)

2.2.2 Define and explain the social model of disability.   (5)

Any of the 5 points:
- Recognition that disability arises out of the interaction between an impairment and the physical, social and cultural environment
- Such environments do not cater for, and in fact act to exclude people with impairments
- Recognition of the ways in which persons with disabilities are marginalised, excluded and devalued
- A shift away from an individualistic perspective where persons with disabilities are seen as suffering from a pathological condition towards the perception
- that disability is imposed by society on individuals with impairments.
- "It is not individual limitations, of whatever kind, which are the cause of the problem but society's failure to provide appropriate services and adequately

- ensure the needs of persons with disabilities are fully taken into account in its social organization" (Oliver, 1996:32).

2.1.3 What would the intervention regarding Jo-Anne's difficulty to access lecture halls look like from a social model perspective?   (3)

Answer:
Any answer that indicates the student understand that intervention from the social model's perspective means that the environment needs to change e.g. lifts need to be repaired, lecture

2.2   Explain the various kinds of evaluation.   (10)
Determined by the stage of the program (2 marks)
1 mark for the type of evaluation, and another mark for explanation
- Needs Assessment: Usually conducted before the program begins or is conducted through observations, surveys, questionnaires, and focus groups
- Programme Planning: Focuses on the process of programme conceptualization and on the feasibility of plans or Examines aims and purposes and whether these relate to needs, as well as programme policy and whether the planned intervention is feasible
- Formative Evaluation: Focuses on the process of programme implementation
- Summative Evaluation: Attempt to establish the outcomes, effects or impact of the programme through observation or measurement

SECTION 3: APPLICATION QUESTIONS   [TOTAL MARKS:50]

3.1 Topic 1: Violence against women   (TOTAL: 25)

3.1.1 Using the guiding questions below, discuss VAW in South Africa from a decolonial community psychology lens

(a) Why is context key in understanding VAW (4 marks)

1 mark for each of the following (maximum 4 marks)
- Context is key in terms of the lives we live (1)
- Linked to colonial patriarchy (1)
  - Long term implications (1)
  - Continues to play fundamental role in shaping both lives and experiences (1), example:
    - Structural violence (1)
    - Ongoing political, social and economic exclusions and marginalisations (1)

(b) Explain the intersectional perspective. Apply this perspective to understanding VAW (10 marks)

1 mark for each of the following (maximum 10 marks)

- Colonialism resulted in racial domination, but also heterosexist and gendered domination (1)
  - Mxn as located within the "colonial hypercapitalist patriarchal context" (1)
  - Not just racial segregation from apartheid and colonialism but that it had influences on other aspects of people's identity (and that it continues to have such) (1)
- Intersecting identifications of race, class, gender, history and location (1)
  - Family histories, community norms, social and cultural norms are central to such narratives (1)
  - These intersections shape men's understandings of themselves and women's vulnerability to violence (1)
- A life history approach provides an understanding of realities of black mxn's lives within a racist patriarchal context (1)
  - In this are complexities of disadvantage and priviledge that also shape perspectives (1)
- South Africa is marked by racial inequality and as a result of this readings often link poverty, low education and unemployment (1) → implications of this is that then black mxn get marked as inherently violence (1)
  - As their identities and salient part of their identities are construed as 'risk factors' for violence (1)
- Understanding VAW should be considered within BROADER contextual understandings
  - Potential benefit to understand larger contexts of marginalisation (1)
  - Important factor is the capacity for challenging normalised ways of doing and for consciousness-raising (1)
    - Link to community values and principles also possible here (1)

(c) VAW has been largely been explored through global understandings. Discuss the limitations of global understandings of VAW (8 marks)

1 mark for each of the following (maximum 8 marks)

- VAW has predominantly been explored through global understandings
  - Dominated by western (1)
  - And radical feminist discourse (1)
- What is problematic about these westernised perspectives
  - In addition to silencing positionality and location (1)
  - Westernised feminist discourses fail to acknowledge the multiple identities (1)
    - Meaning that it does not take into consideration that race, social class, sexuality, amongst others INTERSECT (1)

- In the above, all mxn are considered equally benefitting from the patriarchal gender order (1)
- In the above, all womxn are considered equally oppressed (1)
- However in SOUTH AFRICA this is not a realistic representation and the context differs substantially (1)
- Why this is important to CP, these conceptualisations are then carried into interventions (1)
  - Reductionistic approach – men are seen as 'perpetrators' (1)
  - And yet the complexities of their lives are no foregrounded (1)

(d) Discuss how the principles of CP offer an understanding of VAW (3 marks)

1 mark for each of the following (maximum 3 marks)

- CP wants to move away from a one-dimensional focus (1)
- Black mxn who are marginalised in terms of their race and class have a different experience of masculinity as a result of oppressions
  - Westernised theories do not sufficiently demonstrate this
  - ONE DIRECTIONAL flow of knowledge that normalises western knowledge
    - This silences positionality and location (1)
- Through contextualisation, and approaches such as the life-history approach there is an important alignment with the liberatory agenda of CP (1)
  - Thus to understand VAW must understand history, context and the positions in terms of race, gender, class, location etc. (1)
  - This allows for potential for transformation (1)

3.2   Topic 2: Climate justice **(Total: 25)**
a) Describe how climate change 'impacts' occur at the individual, community, education, organisation and societal levels. Please use examples to support your answer. **(15)**

Impacts can occur at the individual (climate change increase in levels of aggression and violence) (3 marks), community (natural disasters that destroy livelihoods) (3), education (learners' ability to concentrate) (3), organizational (impacts on worker productivity through warming) (3) and societal level (resource scarcity may lead to conflict e.g. water wars) (3).

b) Choose one <u>school level</u> 'adaptation' intervention and describe how it may protect learners from climate change. **(10)**

Students can choose one of many interventions discussed in the lecture for example, schools can enforce water breaks during physical exercise and enforce 'no hat, no play' policies during hot weather
The question will be marked 'globally' but two things need to be evident:
1) it has to be a school level response and
2) it needs to focus on adaptation (not impacts or mitigation).

TOTAL …………………   [100]
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