Integrating Social and Behavioral Theory into Public Health
LAB 3: Social capital and collective efficacy compared to social support

The overall purpose of this lab is to think about social capital in general and the concept of collective efficacy in particular. This is distinct from the social support that you may be experiencing from your small group.

Task 1: Preparation (Think about this before you come to lab)
Prior to coming to lab, think about the following:
1. Think about a place that you lived for a relatively long time – somewhere that you considered "home."
2. Try to remember how people interacted in that location. Who was helpful, who did you know, who could you count on and for what?
3. What was helpful (or not) about the characteristics of people in general in that place – not necessarily people that you knew closely. What were your general expectations of others that you might encounter casually or who you might encounter in the course of getting something done?

Task 2: In the lab session
Pair up and administer the two attached instruments (Sampson's Measure of Collective Efficacy and the Medical Outcomes Study social support scale) to each other, each person thinking about the community they envisions in Task 1. As you are doing this, collect your actual answers as well as some of the thoughts you have when you hear and try to answer the questions.

As a group:
After both people in the pair have completed the instruments, reconvene as a group to talk about your impressions:
1. Could you explain in a few words to each other what the difference might be between social support and social capital?
2. What range of "collective efficacy" came up among the communities that people in your group live in?
3. Is there any apparent correlation between social support and collective efficacy? Do you think that reflects the characteristics of the person reporting on social support (ie, their personality, interactional style), or characteristics of the community culture, or both?

Task 3: Individual lab journal entry to upload (Due 10/4/2010)
Answer the following questions in about 1 page
1. Briefly describe your *current* living situation/community (which could be different from the one you thought about in Task 1) and discuss how factors associated with your current community have had an impact on your planned behavior change.

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2. If you were going to try to gather support for the behavior change that you are undertaking (for yourself or to advocate for environmental changes that might promote your change and that of others), what would you do? There are many possible ways to answer this question – so base your answer in the social capital/collective efficacy characteristics that you observe. How would you leverage or work around these characteristics to advocate for change?

Sampson Collective Efficacy instrument (Sampson. Science 1997; 277, 918)

For each of the following, please tell me if it is very likely, likely, neither likely or unlikely, unlikely, or very unlikely that people in your neighborhood would act in the following manner. Just omit any question that is not applicable to your neighborhood.

		Very Likely (5)	Likely (4)	Neither likely or unlikely (3)	Unlikely (2)	Very unlikely (1)
1	If some children were spray-painting graffiti on a local building, how likely is it that your neighbors would do something?	❑	❑	❑	❑	❑
2	If there was a fight in front of your house and someone was being beaten up or threatened, how likely is it that your neighbors would break it up?	❑	❑	❑	❑	❑
3	If a child was showing disrespect to an adult how likely is it that people in your neighborhood would scold the child?	❑	❑	❑	❑	❑
4	Suppose that because of budget cuts, the fire station closest to your home was going to be closed down by the city. How likely is it that neighborhood residents would organize to try to do something to keep the fire station open?	❑	❑	❑	❑	❑
5	If a group of neighborhood children were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it?	❑	❑	❑	❑	❑
6	If a well known neighbor was short of cash to start a business in the area, how likely is it that he or she would be able to borrow money from people in the neighborhood?	❑	❑	❑	❑	❑
7	How likely is it that you could choose to move from this neighborhood in the next five years?	❑	❑	❑	❑	❑

For each of these statements, please tell me whether you strongly agree, agree, neither agree not disagree, disagree, or strongly disagree.

		Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
8	People around here are willing to help their neighbors	❑	❑	❑	❑	❑
9	This is a close-knit neighborhood	❑	❑	❑	❑	❑
10	People in this neighborhood can be trusted	❑	❑	❑	❑	❑

		Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
11	People in this neighborhood generally don't get along with each other	❑	❑	❑	❑	❑
12	People in this neighborhood do not share the same values	❑	❑	❑	❑	❑
13	If there is a problem around here, the neighbors get together to deal with it	❑	❑	❑	❑	❑
14	When you get right down to it, no one in this neighborhood cares much about what happens to me	❑	❑	❑	❑	❑
15	There are adults in this neighborhood that children can look up to	❑	❑	❑	❑	❑
16	People around here are willing to help their neighbors	❑	❑	❑	❑	❑
17	You can count on adults in this neighborhood to watch out that children are safe and don't et into trouble	❑	❑	❑	❑	❑
18	If I had to borrow $30 in an emergency, I could borrow it from a neighbor	❑	❑	❑	❑	❑
19	When I am away from home, I know that my neighbors will keep their eyes open for possible trouble to my place	❑	❑	❑	❑	❑
20	In this neighborhood people mostly go their own way	❑	❑	❑	❑	❑
21	If I were sick I could count on my neighbors to shop for groceries for me	❑	❑	❑	❑	❑
22	People in this neighborhood know their children's friends	❑	❑	❑	❑	❑
23	Children around here have no place to play but the street	❑	❑	❑	❑	❑
24	Adults in this neighborhood know who the local children are	❑	❑	❑	❑	❑
25	The equipment and building in the park or playground that is closest to where I live are well kept	❑	❑	❑	❑	❑
26	The park or playground that is closet to where I live is safe during the day	❑	❑	❑	❑	❑
27	The park or playground that is closet to where I live is safe at night	❑	❑	❑	❑	❑
28	Parents in this neighborhood generally know each other	❑	❑	❑	❑	❑

As a rough guide to scoring (not official):

a) for questions 1-6, 8-10, 13, 15-19, 21,22, 24-28: add up the scores (see top of each column)

b) for questions 7, 11, 12, 14, 20, 23: reverse the scores (ie, 5=1, 4=2, 3=3, 2=4, 1=5) and then add up

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c) take the total from (a) and (b)

d) divide the total from (c) by the total number of items answered and multiply by 10. This could be taken as a relative collective efficacy score, where higher scores suggest more efficacy.

MOS Social Support Scale (Sherborne & Stewart, 1991)

1. About how many close friends and close relatives do you have (that is, people you feel at ease with and can talk to about what is on your mind)?   _____

People sometimes look to others for companionship, assistance, or other types of support.
Please tell me how often each of the following kinds of support is available to you if you need it?

	None of the time	A little of the time	Some of the time	Most of the time	All of the time
1. Someone to help you if you were confined to bed…	1	2	3	4	5
2. Someone you can count on to listen to you when you need to talk…	1	2	3	4	5
3. Someone to give you good advice about a crisis…	1	2	3	4	5
4. Someone to take you to the doctor if you needed it…	1	2	3	4	5
5. Someone who shows you love and affection…	1	2	3	4	5
6. Someone to have a good time with…	1	2	3	4	5
7. Someone to give you information to help you understand a situation…	1	2	3	4	5
8. Someone to confide in or talk to about yourself or your problems…	1	2	3	4	5
9. Someone who hugs you…	1	2	3	4	5
10. Someone to get together for relaxation…	1	2	3	4	5
11. Someone to prepare your meals for you if you were unable to do it yourself…	1	2	3	4	5
12. Someone whose advice you really want…	1	2	3	4	5
13. Someone to do things with to help get your mind off things…	1	2	3	4	5
14. Someone to help with daily chores if you were sick…	1	2	3	4	5
15. Someone to share your most private worries and fears with…	1	2	3	4	5
16. Someone to turn to for suggestions about how to deal with a personal problem…	1	2	3	4	5
17. Someone to do something enjoyable with…	1	2	3	4	5
18. Someone who understands your problems…	1	2	3	4	5
19. Someone to love and make you feel wanted…	1	2	3	4	5

Wake Forest University Comprehensive Cancer Center version
Sherbourne CD and Stewart AL. *Soc Sci. Med.* Vol 32, No. 6, 1991, pp 705-714.
http://www.rand.org/health/surveys_tools/mos/mos_socialsupport_scoring.html
http://chipts.ucla.edu/assessment/IB/List_Scales/MOS.htm (note that this web site is a great resource for instruments and documentation)

The survey consists of four separate social support subscales and an overall functional social support index. A higher score for an individual scale (emotional/informational, tangible, affectionate, and positive social interaction) or for the overall support index indicates more support.

- To obtain a score for each subscale, calculate the average of the scores for each item in the subscale.
    - o Emotional/informational: 2,3,7,8,12,15,16,18
    - o Tangible: 1,4,11,14
    - o Affectionate: 5,9,19
    - o Positive social interactions: 6,10,17
    - o Note that question 13 is used in the total score but not in any of the subscales
    - o The first item asking about the number of helpful contacts seems to be a distinct concept and in the original research on the scale had low correlations with any of the subscales
- To obtain an overall support index, calculate the average of all 19 items.
- Higher scores indicate more social support. The authors originally felt that the individual scale scores might be more valid than the overall measure.