

Principles of Community Psychology I

PSYC 601, Fall 2006

- **Class time/place:** Wed. 6:00-9:20 pm, Room 40 Midway campus
- Instructor: **Dr. Kelly L. Hazel**, Associate Professor
 - Office: Suite 101, Midway campus
 - Office Hours: by appointment
 - Phone: 651-999-5827
 - Fax: 651-999-5822

Course Description: This course provides an advanced introduction to the profession of community psychology. Community psychology is the branch of psychology concerned with person-environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community. The practice of community psychology is directed towards the design and evaluation of ways to facilitate psychological competence and empowerment, prevent disorder, and promote social change. The goal is to optimize the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. The course will emphasize experiential learning and will draw upon resources and competencies of students in the class and the local community.

Competency Statement: Students know the theory and approaches of the field of community psychology well enough to apply their learning to a social problem in their community.

Course Objectives: This course (in conjunction with PSYC 602) will introduce students to the field of community psychology by describing the background and history of the field, presenting key concepts involved and acquainting students with the methods community psychologists use. The aim of this course sequence (e.g., PSYC 601 and PSYC 602) is to help empower students to contribute to effective change in their communities. The goals of the course are that students will:

1. Acquire an understanding of the methods and values of community psychology and be able to place it within the broader field of psychology as well as other disciplines;

2. Develop an understanding of the effects of societal, cultural, and environmental influences on psychological and community well-being;
3. Explore the relationship between people and their environments, and consider ways of improving this relationship;
4. Begin to think in terms of prevention of problems and alternatives to individually oriented services;
5. Become familiar with innovative programs and practices geared towards prevention and empowerment of disenfranchised groups;
6. Become knowledgeable of the profession of community psychology;
7. Be able to apply their learning to a specific social problem that they identify in their community.

Course Format: Class meetings will consist of lecture, class discussion and presentations by leading community psychologists and representatives of various community service agencies and groups. Each week will focus on one general topic. However, learning is not limited to the classroom. Students will be expected to engage in several assignments that will involve them in community-based work in addition to attending class and reading course materials (see course requirements for further information). Class time will be reserved for student presentations, discussion of the student's community work, and their progress with their assignments.

Course Listserve: The listserv address for the course is PSYC601@lists.metrostate.edu. Messages sent to this address go to every student in the course and the instructor. Students are encouraged to use the listserv to generate discussion and communicate between each other during the course of the semester. The instructor, who manages the list, will also use the listserv to communicate with students. All students in the course are automatically members of the listserv.

Course Requirements

Attendance and Class Participation: Attendance, preparation, and participation in class discussions are required. Absence in no way relieves a student from the responsibility of completing all work/assignments/tests given in a particular session, or for material presented or covered in any scheduled class session. Students should be prepared to discuss the topics in the readings, to answer and ask questions, to challenge ideas presented in class, and attempt integrating ideas presented during class discussion. Students should also expect to discuss how the readings are related to their community work and learning from other professional fields.

Readings: Students are expected to come to class prepared to fully participate in discussions. In order to do so, students are expected to have read the required reading assignments before coming to class. The required textbook readings for each class session are noted in the class outline.

Texts (available in bookstore):

- Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology: Linking individuals and communities* [2nd edition]. Belmont, CA: Wadsworth.
- American Psychological Association (2005). *Concise Rules of APA Style*. Washington, DC: Author.

Additional readings will be assigned and made available at least one week before the class in which they will be discussed. Readings are listed in the course outline and bibliography. Readings will be available through the Metropolitan State University's electronic reserve system (<http://ereserve.metrostate.edu> or through the Portal).

Web sites (and the links that they provide): Students are also encouraged to check out the following:

- Resources located on your Program's website: <http://www.metrostate.edu/cps/psych/grad/>
- Society for Community Research and Action (APA Div. 27) home page: <http://www.scra27.org/>
- Journal of Rural Community Psychology: <http://web.marshall.edu/jrcp//index.html>
- Society for Prevention Research: <http://www.preventionresearch.org/>
- The Community Toolbox: <http://ctb.ku.edu/>

Community Assessment Assignment: Students will be expected to identify, enter, engage with, and assess a community. This assignment will be used to help the student to understand the issues, theories or ideas regarding communities addressed in the readings and lectures. Students will be asked to draft two reports focused on: 1) community assets and problems, and 2) community diversity. Students will also be expected to orally present their assessments at several points during the semester. Discussion papers will also address the community assessment experience. Along with handouts in class, there are several web pages associated with the Community Toolbox that can help you with this assignment. A few of these are:

Understanding and Describing the Community: ctb.ku.edu/tools/en/sub_section_main_1020.htm

Identifying community assets and resources: ctb.ku.edu/tools/en/sub_section_main_1043.htm

Collecting information about the Problem: ctb.ku.edu/tools/en/sub_section_main_1022.htm

Discussion Papers: Two, 4 page (typed, double-spaced, 1 inch margins) discussion papers will be assigned. I may give you a specific question for reflection, or ask you to write about your reactions to a particular topic. Be very concise in your discussion or argument as there is very little space in a 4 page paper. Your writing will need to get to the point early and the rest of the paper should build on or support that thought. Assume your audience (your classmates) has read the same material. Do not give detailed summaries of the readings. The best discussion papers are those that integrate ideas from the readings or discuss the relationships between the new readings and previous readings, lectures, and personal experiences. Use your best critical and analytical thinking skills! These papers should be provocative to both the writer and the readers. Students will be asked to share their papers with the class so that others may react to the ideas and provide the writer with a chance to refine her or his ideas.

Discussion papers will be graded based upon:

1. clarity of presentation
2. integration and application of knowledge gained from readings and lectures
3. degree of critical thinking (i.e., analysis and synthesis of ideas)
4. scholarly, insightful and creative thought

Literature Review Paper: The one major assignment for this class will be a literature review on a topic relevant to the field of community psychology. The primary goal of the paper is to define and explore the issue using the various concepts, ideas and philosophies learned throughout the term, and provide a conceptual and methodological critique of the various research efforts and/or interventions that have been used to address the issue. Think of this as the beginning of your Master's thesis proposal. The general outline of the paper should include a statement of the issue or problem that the paper addresses. This should be followed by a critical and analytical discussion of the research literature that has addressed the problem. The last section of the paper should focus on innovative solutions to or ways of looking at the issue that take into account the ecological nature of the problem, with an emphasis on prevention and empowerment oriented efforts. Reference sources for this literature review should come from a thorough review of the professional literature as well as knowledge gained from community agencies and other organizations working to address the problem. Your paper should end with suggestions for intervention and/or research that arise from your critical analysis of the current situation. See the interchapter exercise on page 337 of text for additional guidelines and suggestions.

Recommended sources: I highly recommend that you consult the following journals on a regular basis and in preparing your literature review for articles relevant to your topic.

- *American Journal of Community Psychology*
- *Canadian Journal of Community Mental Health*
- *Community Development Journal*
- *Community Mental Health Journal*
- *The Community Psychologist* ([SCRA's](#) Newsletter)
- *Health Education and Behavior*
- *Journal of Community Practice*
- *Journal of Community Psychology*
- *Journal of Prevention and Intervention in the Community*
- *Journal of Primary Prevention*
- [*Journal of Rural Community Psychology*](#) (available on line)

Web resources are also encouraged, although the student is cautioned that much on the web is not the same quality of information that they will find in professional publications. Be a careful, discriminating consumer of web information! The bulk of your citations should come from professional sources.

Work on this paper should begin immediately and will include the following required assignments:

1. **Topic proposal and beginning bibliography:** Each student should immediately start reading about and exploring the knowledge base (i.e., professional literature) of social-psychological issues that interest them, as well as become knowledgeable of their community's issues. On **Wednesday, Sept. 13** students will turn in a two page proposal. This proposal should include a well thought out description of the topic and a brief description of the method for selecting the resources that will be reviewed. A beginning bibliography containing a minimum of **10** highly relevant articles/books referenced according to APA guidelines should be listed on a second page.
2. **Outline and full bibliography:** On **Wednesday, October 18**, students will turn in a **detailed outline** for writing the problem definition paper along with a complete bibliography (APA format) of sources you plan on using. The outline should provide a detailed description of the paper's organization and the scope of the topic to be addressed. You will be asked to schedule a time to meet with the instructor for individual feedback and guidance following the submittal of this assignment.
3. **Final Paper:** Your literature review is due **Wednesday, December 6**. You are encouraged to turn in your paper early (i.e., approximately 2-3 weeks before deadline) to receive feedback and comments from the instructor before submitting the final version. I also suggest that you **consult with the Writing Center** before submitting your final version.

Papers will be graded according to the following criteria:

- Final paper is turned in on time. Paper is neatly typed, double-spaced, 12-15 pages in length (one inch margins)
- Sources are appropriately cited and referenced according to APA style
- Writing is well organized and clear, proper use of headings and subheadings
- Correct grammar, spelling, syntax and sentence construction (a good proofreader can be helpful! Check with the Writing Center.)
- Utilization and application of knowledge and theories learned in class
- Insightful and thorough definition and discussion of the issue or problem area
- Extensiveness of the literature summary and synthesis of the ideas and research findings
- Quality of conceptual and methodological critique of the literature
- Summarization of potential future directions for research and intervention in the problem area
- Paper is interesting and creative
- Your focus is clearly on important points and you are selective in choosing facts, ideas, and examples that are most significant to your discussion

A few more words about written assignments: It is expected that all written assignments will be clearly and well written. Besides being well thought out, assignments are to be typed, double-spaced, with one inch margins. All references to other work must be cited and referenced utilizing APA style. The Writing Center can help you with this. If you do not already have a copy, I suggest that you purchase the APA publication manual: **American Psychological Association (2001). *Publication manual of the American Psychological Association*, 5th ed. Washington, DC: author.** A briefer version of this volume, the *Concise Rules of APA Style* is a required text for this course.

All assignments are to be handed in by 6:00 pm on the day the assignment is due (see course outline). No late assignments will be accepted for full credit. If a student turns in an assignment late, their grade will be adjusted to reflect their tardiness.

Important: For your own protection, you should keep a copy of all written work that you turn in.

Oral Presentation: Students will make a brief presentation of their literature review paper during the last three class sessions. This will be a formal presentation in order to share your learning with other students in class and to generate discussion on the topic you chose to examine. You should view this as a professional presentation to a group of knowledgeable peers. As part of your presentation you should prepare and utilize audio-visual aids and handouts that illustrate and help to convey the main facts and themes of your paper. Your presentation will be graded primarily on clarity, focus/content, and level of professionalism.

Capstone Assignment: The capstone assignment will be comprehensive and will ask the students to integrate the knowledge gained and apply it in a (simulated) real life situation. The assignment will cover the readings as well as related lecture material, exercises, and any handouts distributed in class. The format of the assignment (e.g., written, oral, or audio/video taped) will be determined in consultation with the instructor. Student will have one week to complete the assignment. The assignment serves as a required portfolio document for the students in the Master of Arts in Psychology degree program.

Cheating and Plagiarism

Each student is expected to be honest in his/her work. Dishonesty in assignments, examinations, or other academic work is considered an extremely serious offense and will subject the student to disciplinary action. Likewise, plagiarism is considered an extremely serious offense. A student is guilty of plagiarism when he/she fails to give adequate credit for any ideas or material taken from another source for either written or oral presentation, including purchasing papers turned in as one's own work. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Students exhibiting such behavior will fail this course. Please read the Academic Honor Code printed in the Metropolitan State University Student Handbook!

Student with Disabilities

All students with disabilities who are requesting accommodations should give the Office for Students with Disabilities at least two weeks advance notice to ensure accommodations in time. If you have a documented learning disability, or if you suspect you have a learning disability that may impact your opportunity to succeed in this course, contact the instructor right away (before the second class meeting) to explore possible ways to reasonably accommodate your learning style.

Grading

Students' final grade will be based on their percentage of the accumulated point total for assignments and exams based on the following possible points:

2 Discussion papers (2-3 pages ea.)	50 points (25 points each)
Community Assessment Assignments	100 points (50 points each)
Topic proposal (1 page) and reference list	25 points
Outline and bibliography	50 points
Literature Review paper (12-15 pages)	100 points
Oral Presentation of paper	100 points
Capstone assignment	50 points

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
less than 60%	F

An incomplete (I) grade will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments and examinations, and earned a grade of 'C' or better. Normally, an 'I' grade will be given only when there has been class attendance and participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to attend or to complete the course, whether due to negligence or indifference, will result in a grade of 'F' unless there has been an official course withdrawal. If an 'I' is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one semester following the semester that the 'I' was given.

Course Outline

Session

Topic

Assignments

* indicates reading is optional

Introducing Community Psychology

Wed., Aug. 30	<p>Class Organization and Overview</p> <p>What is Community Psychology?</p>	<ul style="list-style-type: none"> • Course syllabus • text, Chapter 1 • Julian (1997)* • Rudkin (2003), Ch. 2 • Wolff (2000)* • Boschee (2000) • * Society for Community Research and Action www.scra27.org • * Community Psychology Network www.communitypsychology.net
Wed., Sept. 6	<p>Library Orientation Held in Room M, Midway</p> <p>Before the Beginning...</p>	<ul style="list-style-type: none"> • text, Chapter 2 • Revenson (2002) • Bond, M. (2000) • Fairweather (1986)*
Wed., Sept. 13	<p>Research and the science of community psychology</p>	<ul style="list-style-type: none"> • text, Chapter 3 & 4 • Rappaport (1990)* • Whitmore (1994) • Serrano-Garcia (1990)* • Santiago-Rivera (1998) • Campbell (2004)* • Stein (2004) <p>Due: Topic proposal</p>

Issues in Problem Definition and Diversity

Wed., Sept. 20	<p>Community-Ecological Theory and Sense of Community</p>	<ul style="list-style-type: none"> • text, Chapters 5 & 7 • Brodsky (1996) • McMillan (1996) • Roberts (2002) • Goodkind (2002) • Wandersman (1998) <p>Due: Community Assessment Report: Focus</p>
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		<p>on describing the community, what are the strengths and challenges, history and current situation. Identify the community's assets as well as the problem issues.</p>
Wed., Sept. 27	<p>Strengths Perspective Issues in Problem Definition</p>	<ul style="list-style-type: none"> • Rudkin (2003), ch. 7 • Kidder (1986) • Ryan (1994) • Hamby (2000) • Shinn (1992) • Humphreys (1993) • Zeldin (2004) <p>Due: Discussion Paper: How are the current problems in your community defined? Who has defined them? Use the theories and ideas expressed in the readings to critically examine the problem definitions in your community.</p>
Wed., Oct. 4	<p>Culture and diversity: Issues and themes</p>	<ul style="list-style-type: none"> • text, Chapter 6 • Trickett (1996) • Watts (1999) • Reinharz (1994) • Snowden (2000) • Hazel (2001) • City Pages article on immigrants in Twin Cities
Wed., Oct. 11	<p>A further look at diversity: Oppression and Liberation</p>	<ul style="list-style-type: none"> • Silka (1994) • Harper (2003) • Sonn (1998) • Watts (2001) • Moane (2003) <p>Due: Community Assessment Report: Focus on diversity in the community, how is it expressed, what are the strengths and challenges related to diversity in your community.</p>

Wed., Oct. 18	Implications of culture and diversity for 'doing' community psychology	<ul style="list-style-type: none"> • Ortiz-Torres (2000) • Potts (2003) • Hughes (1993) • Saegert (1989) • Jordan (2001) • Cosgrove (2000) • Resnicow (2000) • Harris (2001) <p>Due: Outline & bibliography</p>
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Empowerment

Wed., Oct. 25	Walking our Talk	<ul style="list-style-type: none"> • Prilleltensky (2001) • Rudkin (2003) ch. 3 • Snow (2000) • Mohatt (2004) • APA ethical guidelines: www.apa.org/ethics/code2002.html • NASW ethical guidelines: www.socialworkers.org/pubs/code/code.asp • Council of National Psychological Associations...(2000)
Wed., Nov. 1	Guiding Theory: Empowerment	<ul style="list-style-type: none"> • text, Chapter 12 • Rappaport (1986) • Rappaport (1987) • Zimmerman (2000) • Prilleltensky (1994) • Barr (1995) • Riger (1993) • Watts (2003)

Wed., Nov. 8	Empowerment Research	<ul style="list-style-type: none"> • Kroeker (1995) • Matton (1995) • McMillan, B. (1995) • Foster-Fishman (1998) <p>Due: Discussion paper: Use your experience in the community assessment assignment to explore ways in which power is expressed: Who is empowered? Who is dis-empowered in the community. How do</p>
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		these dynamics relate to the challenges the community faces? What actions/strategies have been used by those dis-empowered to change the status quo? How do the readings help you to see and/or understand power/empowerment dynamics in the community?
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Wed., Nov. 15	Empowerment Strategies	<ul style="list-style-type: none"> • Serrano-Garcia (1984) • Gruber (1987) • Hays (2003) • Fawcett (1995) • Fawcett (1994)
Wed., Nov. 22	NO CLASS	
Wed., Nov. 29	Where do we go from here? Begin Student presentations	<ul style="list-style-type: none"> • Rappaport (2000) • Maton (2000)
Wed., Dec. 6	Student presentations	<p>Due: Literature review paper</p> <p>Capstone Assignment -take home handed out</p>
Wed. Dec. 13	Student presentations	Due: Capstone Assignment

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