Metropolitan State University

College of Professional Studies

Psychology Department

Principles of Community Psychology II

PSYC602

- **Class time/place**: Wed. 6:00-9:20 pm, Room 10 Midway campus
- Instructor: **Dr. Kelly L. Hazel**, Associate Professor
    - o Office: Midway, Suite 101
    - o Office Hours: by appointment
    - o Phone: 651-999-5827
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- *Course Description: Community psychology is the branch of psychology that 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, implementation 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. As an extension of PSYC 601, in which the student was introduced to the development of the field of community psychology and its theories and paradigms of research and action, this second semester will concentrate on the practice of community psychology. In particular, students will explore various ways in which community psychologists apply their training and expertise in research and intervention strategies to cross-cultural settings and issues relevant to urban and rural settings. Topics include: stress-coping, prevention, social change, community development and organizing, and strategies of individual and community empowerment. The course will draw upon experiences and competencies of students in the class and their involvement with 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 601) introduces 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:

- o 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;
- o Develop an understanding of the effects of societal, cultural, and environmental influences on psychological and community well-being;
- o Explore the relationship between people and their environments, and consider ways of improving this relationship;
- o Understand the stress-coping process and the role of social support in buffering/mediating the relationship between stress and disease;
- o Begin to think in terms of prevention of problems and alternatives to individually oriented services (e.g. mutual help models, community and coalition building);
- o Become familiar with innovative programs and practices geared towards prevention and empowerment of disenfranchised groups;
- o Become knowledgeable of the profession of community psychology;
- o Be able to apply their learning to the development of a prevention/empowerment oriented community-based intervention that addresses a specific social problem that they identify in their community.

- *Course Format*: Class meetings will consist of lecture, class discussion and, from time to time, presentations by professionals in the field and representatives of various community service agencies and groups. Students will play an active role in the learning process. Often, students will take responsibility for presenting the literature and assume responsibility for directing discussion on the current topic. A portion of each class session will be reserved for class presentations and discussion of the students' progress with their community intervention design.

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. When attending, 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.

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 readings for each class session are noted in the class outline.

Required Texts (available for purchase in bookstore):

Albee, G. W., & Gullatta, T. P. (Eds.). (1997). *Primary prevention works.* Thousand Oaks, CA: Sage.

Berkowitz, B. (1987). *Local heroes: The rebirth of heroism in America*. Lexington, MA: D. C. Heath and Co.

Dalton, J. H., Elias, M. J., & Wandersman, A. (2001). *Community Psychology: Linking individuals and communities*. Belmont, CA: Wadsworth.

Homan, Mark S. (1999). *Rules of the game: Lessons from the field of community change*. New York: Brooks/Cole.

Additional Readings will be available on Metropolitan State Library's e-reserve (http://ereserve.metrostate.edu)

Highly Recommended Books: I will refer to the content of the following books often and students may be required to read chapters out of the following books. It is not required that students purchase these books. I simply am making suggestions for those who want to expand their professional library. If students work together to order the books in volume, they may enjoy discounts.

- o Alinsky, Saul D. (1989). *Rules for radicals: A pragmatic primer for realistic radicals.* New York: Vintage Books.
- o Bloom, Martin. (1996). *Primary prevention practices*. Thousand Oaks, CA: Sage.
- o Botvin, G., Schinke, S., & Orlandi, M. A. (1995). *Drug abuse prevention with multiethnic youth*. Thousand Oaks, CA: Sage.
- o Fisher, Deborah. (2003). Assets in action: A handbook for making communities better places to grow up. Minneapolis, MN: Search Institute.
- o Freire, Paulo. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- o Glanz, K., Lewis, F. M., & Rimer, B. K. (Eds.) (1997). *Health behavior and health education: Theory, research, and practice*. San Francisco: Jossey-Bass.
- o Homan, Mark S. (2004). *Promoting community change: Making it happen in the real world*. New York: Brooks/Cole.
- o Huff, R. M., & Kline, M. V. (1999). *Promoting health in multicultural populations: A handbook for practitioners*. Thousand Oaks, CA: Sage.
- o Jason, Leonard A. (1997). *Community building: Values for a sustainable future*. Westport, Conn.: Praeger.

- Kalichman, Seth C. (1998). *Preventing AIDS: A sourcebook for behavioral interventions*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kaplan, Howard B. (1996). *Psychosocial Stress: Perspectives on structure, theory, life-course, and methods*. San Diego, CA: Academic Press.
- Kaye, G. & Wolff, T. (Eds.) (1995). *From the ground up: A workbook on coalition building and community development*. Amherst, MA: AHEC/Community Partners.
- Kim, U., & Berry, J. W. (1993). *Indigenous psychologies: Research and experience in cultural context*. Newbury Park, CA: Sage.
- Minkler, M. (Ed.). Community organizing and community building for health [2nd ed.]. Newbrunswick, NJ: Rutgers University Press.
- Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In pursuit of liberation and well-being.* New York: Palgrave.
- Price, R. H., Cowen, E. L., Lorion, R. P. & Ramos-McKay, J. (Eds.) (1988). *14 ounces of prevention: A casebook for practitioners*. Washington, DC: APA.
- Putnam, Robert D. (2000). Bowling alone: The collapse and revival of American community. New York: Simon & Schuster.
- Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Kluwer Academic/Plenum Pub.
- Schram, Barbara. (1997). *Creating small scale social programs: Planning, implementation and evaluation*. Thousand Oaks, CA: Sage.
- Schorr, Lisbeth B. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Doubleday.
- Schorr, L. B., & Schorr, D. (1988). *Within our reach: Breaking the cycle of disadvantage*. New York: Doubleday.
- Trickett, E. J., Watts, R. J. & Birman, D. (Eds.) (1994). *Human diversity: Perspectives on people in context*. San Francisco: Jossey-Bass.
- Weissberg, R. P., Gullatta, T. P., Hampton, R. L., Ryan, B. A., & Adams, G. R. (Eds.). (1997). *Enhancing children's wellness.* Thousand Oaks, CA: Sage.
- Weissberg, R. P., Gullatta, T. P., Hampton, R. L., Ryan, B. A., & Adams, G. R. (Eds.). (1997). *Establishing preventive services.* Thousand Oaks, CA: Sage.

Professional Literature Resources: Students should consult the following journals on a regular basis and in preparing their respective class presentations for articles relevant to their assigned topic.

- o *American Journal of Community Psychology*
- o *Canadian Journal of Community Mental Health*
- o *Community Development Journal*
- o *Community Mental Health Journal*
- o *The Community Psychologist* (<u>SCRA</u>'s Newsletter)
- o *Health Education and Behavior*
- o *Journal of Community Practice*
- o *Journal of Community Psychology*
- o *Journal of Prevention and Intervention in the Community*
- o *Journal of Primary Prevention*
- o *Prevention Science*
- o *The Prevention Researcher:* http://www.tpronline.org/
- o *Journal of Rural Community Psychology*: http://www.marshall.edu/jrcp/
- o *Prevention and Treatment:* http://www.journals.apa.org/prevention/

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

- • Society for Community Research and Action (APA Div. 27) home page: <u>http://www.scra27.org/</u>
- • Community Psychology Network: <u>http://www.communitypsychology.net/</u>
- • Society for Prevention Research: <u>http://www.preventionresearch.org/</u>
- • The Community Toolbox: <u>http://ctb.ku.edu/</u>

Oral and Written Assignments

Prevention and Health Promotion Models Presentation:
Much of the material that we will be covering in this course involves descriptions, evaluations and the how-tos of community interventions, with particular emphasis on preventive interventions. So that we can review as many model prevention programs as possible within the short time period, students will be asked to:

- • select a problem area and review the professional literature that describes community-based interventions world-wide that are prevention and/or health promotion oriented and have been designed, implemented and evaluated to affect change in that problem area;
- • categorize the interventions based upon the ecological level, setting characteristics, population of interest, or other category that fits the problem area and interventions that have been developed, and critically summarize the "state of the art" in prevention and/or health promotion for the selected problem area;

- identify those programs nationwide that can be considered "model" programs in that they have been rigorously evaluated and found to be effective, are community based, and have been replicated in multiple sites and with multiple cultural groups;
- research and identify those services and interventions with a preventive and/or health promotion orientation in Minnesota that have been implemented to address the problem and provide a critique of these interventions/services based on your assessment of the "state of the art" and the criteria used to identify model programs;
- present these findings and critique to the class and lead a discussion that focuses on identifying the intervention approach(es) that is(are) most likely to be effective and applicable to problems and populations in and around the Twin Cities;
- provide a bibliography (including web sites) of relevant sources to the class for further study;
- develop and/or distribute visual materials to aid in their presentation;

The student presenter will work with the instructor and on their own to identify literature and other resources relevant to the chosen problem area and to develop a thorough understanding of the approaches/strategies. In addition to the above criteria, the content of your presentation (and your visuals) should cover the following:

1. detailed descriptions of the community oriented interventions that have been used to address the problems: which type of interventions have been used, how have they worked (or not worked), populations/settings in which the intervention(s) has(ve) been implemented and evaluated, results of the evaluations;
2. procedures and/or steps in the process of implementing the intervention(s) relevant to the problem area and/or special populations, any implications or learning from previous applications that need to be considered in future application of the intervention(s), implications of the model for application in Minnesota and with culturally diverse communities; and
3. any ethical considerations which are relevant to the intervention(s), problem area and/or special populations

Community Intervention Project: As this class focuses on community interventions, students will be expected to apply their new knowledge in a community based intervention. Class discussions and homework assignments will help students to select an appropriate intervention and develop a plan for a course of action, resource analysis, and a plan for evaluating the effectiveness of the intervention. Students can choose to work alone or in a group for this experience, although group

work is highly recommended. Homework assignments will guide the students through this process.

One of the goals of this class is to provide support to students in learning how to document their work for dissemination to other community change agents. As one of the major requirements for the completion of this course, students will be asked to document (in writing) their community intervention project. You should include an assessment and brief discussion of the problem that the intervention addressed, along with a detailed description of the intervention and the steps you took in designing the intervention, including steps toward "legitimation" (i.e., involving the community in all phases of the planning, implementation, and evaluation process). In addition to the written documentation, you or your group will be asked to orally present your work at the end of the semester, so that your classmates can benefit from your experience. Your presentations (both written and oral) should describe what you learned, and how you plan to evaluate the effectiveness of your intervention. It should be presented in such a way as to be accessible and understandable to future change agents. The content and structure of the presentation should be guided by the literature reviewed for this class.

Students will be expected to keep a project activities and reflection journal, in which they will document their activities associated with the intervention project. In addition, it is expected that they will use the journal to reflect on their success (or not), barriers they experience to doing community-based work, and reflections on the readings that they find relevant to their experience.

Students 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.

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. The Publication Manual of the

American Psychological Association is the recommended resource in how to appropriately use citations for students studying psychology. Students exhibiting intentional cheating or plagiarism will fail this course. Please read the Academic Honor Code printed in the Metropolitan State University Student Handbook!

Grading Grades are based on the quality of the student's work throughout the course in the following areas: preparation for each class, participation, presentations and accompanying handouts, community-based intervention, and individual and group written assignments. Points awarded for each area are:

Participation in class discussions, activities and homework assignments	50 points
Prevention models presentation (oral)	100 points
Community intervention project (documentation)	100 points
Community intervention project (oral presentation)	50 points
Community intervention project journal	50
TOTAL	400 POINTS

Grading Scale:

90% or better	A- to A
80-89%	B- to B+
70-79%	C- to 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 1 semester following the semester in which the 'I' was given.

Course Outline

Class session	Topic	Reading and Assignments
Jan. 10	Overview and review	• Weick (1984) • Community Empowerment: http://www.scn.org/cmp/modules/mea-16.htm
Jan. 17	Creating Community Change	• Berkowtiz (1987) (choose 4 stories to read) • Dalton text, Chapter 13 • End of One Way • Jason (1995 & 1997) • Wollman (1998) • Wursten (1988) • Schorr (1997) • Francisco (2001) • The Community Toolbox http://ctb.ku.edu/ • Community Development Society http://comm-dev.org/ • Association for the Study and Development of Community http://www.capablecommunity.com/ • The Center for Community Change: http://www.communitychange.org/resources/orgdevtools/ • Midwest Academy: http://www.midwestacademy.com
Jan. 24	Strategies of Community Change	• Homan (1999) Chapter. 5 • Checkoway (1995) • Cherniss (2000) • Rivera (1998) • Wolff (2001) • Checkoway & Pothakuchi (1995) • Calsyn (2003) • Emshoff (2003) • recommended: Alinsky (1989)

Jan. 31 & Feb 7	Lessons of Community Change	• Homan (1999) all chapters • Woliver (1996)
Feb. 14	Understanding the cause of social/personal ills: stress, coping and resilience	• Dalton text, Chapter 8 • Albee text, Chapter 2 • Rudkin (2003), Chapter 11 • Taylor (1996) • Taylor (2000) • Bonanno (2004) • Youngstrom (2003)
Feb. 21	Social Support and competence promotion: Implications for Community Psychology practice	• Barrera (2000) • Rivlin (1989) • Meissen (1994) • Wituk (2002) • [American Self-help Clearinghouse](http://mentalhelp.net/selfhelp/) http://mentalhelp.net/selfhelp/
Feb. 28	Beyond social support: Prevention	• Dalton text, Chapter 9 • Albee text, Chapter 1 • Albee (1986) • Scales (1990) • Elias (1995) • Bloom (1996) • Guiding Principles and Best Practices in Prevention: http://captus.samhsa.gov/western/resources/bp/step6/index.cfm • Search Institute http://www.search-institute.org/ • Society for Prevention Research http://www.preventionresearch.org/ • Center for the Study and Prevention of Violence http://www.colorado.edu/cspv/ • The Prevention Researcher http://www.tpronline.org/ • Prevention Research Center http://www.preventionresearch.org/ • Collarborative to Advance Social and Emotional Learning http://www.casel.org/ • Minnesota Prevention Resource Center http://ww.emprc.org/

March 7	Health Promotion Practice	- Cowen (1991) - Stokols (1992) - Revenson (2000) - Banyard (2004) - Huff (1999) - Kline (1999) - Minkler (2005)
March 14	Issues in design, implementation, evaluation, and dissemination of innovative programs	- Dalton text, Chapter 10 & 11 - How to build a successful prevention program: http://captus.samhsa.gov/western/resources/bp/index.cfm - How to develop a Logic Model: http://www.wkkf.org/pubs/tools/evaluation/pub3669.pdf - other websites for Logic Model help - http://ctb.ku.edu/tools/en/sub_section_main_1877.htm - http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html - http://www.insites.org/documents/logmod.pdf - Community readiness: Edwards (2000) or http://captus.samhsa.gov/western/resources/prevmat/commread.pdf - Nation (2003) - Wandersman (2003) - Gottfredson (1997) - Resnicow (2000) - McElhaney (1995) - Pentz (2000) - Getting to Outcomes - Society for Prevention Research: http://www.preventionresearch.org
March 21	SPRING BREAK	NO CLASS
March 28	Best Practices in Prevention and Promotion	- Albee text, Chapters 3-16 - Jason (1998)

April 4	Prevention strategies	Student presentation regarding AIDS and other Health issues • CDC Division of AIDS/HIV Prevention http://www.cdc.gov/hiv/dhap.htm • National Center for Health Statistics http://www.cdc.gov/nchs/default.htm • National Institutes for Health http://www.nih.gov/ • Office of the Surgeon General http://www.surgeongeneral.gov/sgoffice.htm • Clearway Minnesota http://www.mpaat.org/ • Minnesota Youth Tobacco Prevention Initiative http://www.mntobacco.net • see special issue of *American Journal of Community Psychology, 26*(1) Student presentation regarding ATOD • What works: http://captus.samhsa.gov/western/resources/prevmat/sub-res-findings.pdf • SAMSHA model programs: http://modelprograms.samhsa.gov/template_cf.cfm?page=model_list • Substance Abuse and Mental Health Services Administration http://www.samhsa.gov/ • National Institute on Drug Abuse http://www.nida.nih.gov/ • National Institute on Alcohol Abuse and Addiction http://www.niaaa.nih.gov/index.htm

April 11	Prevention strategies continued	Student presentation regarding violence prevention • National Clearinghouse on Child Abuse and Neglect Information http://www.calib.com/nccanch/ • Prevent Child Abuse Minnesota http://www.familysupport.org/ • Prevent Child Abuse America http://www.preventchildabuse.org/ • Stop It Now Campaign to Prevent Child Sexual Abuse http://www.stopitnow.org/ • Collarborative to Advance Social and Emotional Learning http://www.casel.org/ • Minnesota Center Against Violence and Abuse http://www.mincava.umn.edu/ • Minnesota Coalition for Battered Women http://www.mcbw.org/ • Domestic Abuse Project http://www.mndap.org/ • Casa de Esperanza http://www.casadeesperanza.org/ • Abuse, Rape and Domestic Violence Aid and Resource Collection http://www.aardvarc.org/ • Center for the study and prevention of violence http://www.colorado.edu/cspv/ • CDC report: Facts on Youth Violence http://www.cdc.gov/od/oc/media/fact/violence.htm • National Criminal Justice Reference Service http://www.ncjrs.org/ • Office of Juvenile Justice and Delinquency Prevention http://ojjdp.ncjrs.org/ • MN Criminal Justice Statistics Center http://www.mnplan.state.mn.us/cj/index.html • Minnesota Gang Strikeforce http://www.dps.state.mn.us/strikeforce/ Student presentation regarding homelessness/poverty • National Coalition for Homelessness http://www.nationalhomeless.org/

| April 18 | Prevention strategies continued | Student presentation regarding MI/DD

• Report: Preventing Mental Disorders in School-age Children
http://www.prevention.psu.edu/CMHS.html
• UCLA School Mental Health Project
http://smhp.psych.ucla.edu/
• National Mental Health Information Center
http://www.mentalhealth.org/
• National Alliance for the Mentall Ill
http://www.nami.org/
• National Institute of Mental Health
http://www.nimh.nih.gov/
• National Mental Health Assocation
http://www.nmha.org/
• Tasks Unlimited: Fairweather Lodge
http://www.tasksunlimited.org/
• American Association on Mental Retardation
http://www.aamr.org/
• Federation for Children with Special Needs
http://www.fcsn.org/
• American Foundation for Suicide Prevention
http://www.afsp.org/
• National Center for Suicide Prevention Training
http://www.ncspt.org/
• SOS Suicide Prevention Program
http://www.mentalhealthscreening.org/sos_highschool/index.htm
• Yellow Ribbon Suicide Prevention Program
http://www.yellowribbon.org/
• National Strategy for Suicide Prevention
http://www.mentalhealth.org/suicideprevention/default.asp |
| April 25 | Student's Community Intervention Projects | **Student presentations of community interventions** |

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