Community Psychology (PSYC 323)
Fall, 2006-2007
Dr. Richard Leavy

Text: Dalton, J. H. , Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities Second Edition.* Belmont, CA: Wadsworth.

Community psychology is an approach to social problems that fosters prevention by seeking to maximize the fit between people and their environment. It is the study of how individuals affect communities and communities affect individuals. As the name implies, community psychology is done where people live, work, and go to school, not in a clinician's office. The goals of this course are to increase your knowledge of community psychology's principles and practices and to provide opportunities to see prevention efforts in the community around you.

This is an unusual course for several reasons. First, it is relatively rare that undergraduates learn about community psychology. The emphasis in our society and within psychology is on treating those who have developed full-blown problems, not on preventing them. Typically, it is in graduate school that psychology students learn this material. Community is not a large subfield of psychology, but it has had widespread effects on society. Second, in order to bring the material to life, you will be learning about community problems and solutions by investigating them directly. You will be required to evaluate the scope of a social problem in our community and research ways it could be addressed. This will necessitate you visiting agencies in our community. Third, this course will be a mixture of lecture and discussion. I expect you to take partial responsibility for the learning that occurs inside and outside of classes. You will be expected to add your questions and comments to our discussions.

Grades and requirements:

Since we are a relatively small class, it is important for you to attend all classes. We will rely on your input for discussion and learning. Each student should keep a set of questions and comments on the reading for that class period in his/her notebook. A requirement of the course is that you do at least one of the brief exercises at the end of each chapter in the text. You will be expected to voice your comments regarding those exercises and to voice your opinions at other times as well. Attendance and participation will count for 50 points of your final grade. On an unannounced basis, I will ask you to turn in your "brief exercise" paper. Being unprepared will reduce your attendance and participation grade.

Your knowledge of course content will be assessed in several ways. There are 2 unit exams (50 points each) and a cumulative final exam (100 points) that cover the text and reserve readings. There will also be four short (3-page) reaction papers (25 points each) in which you should describe, critically evaluate, and comment on readings I assign or websites that you need to search and evaluate. An optional 5th reaction paper can help boost your grade.

The big project in the course (100 points) involves picking a social problem and finding out its dimensions nationally and locally. You are expected to investigate what has been done to prevent the problem at a national level and what, if anything, is being done locally. Finally, you should design a hypothetical intervention strategy to fill the gaps that exist locally, keeping in mind the specific circumstances of the Delaware area. This intervention strategy should have an evaluation component sufficient to guide the hypothetical administrators in future developments of your ideas. Clearly your paper will make links with course material and demonstrate that you can apply what you have learned in the course. The deadline for your paper (between 15-25 pages) is in class on December 4, 2006. Several interim drafts of your work will be due during the semester (October 18 and November 10). Failure to meet these interim deadlines or submitting work of unacceptable quality will reduce your final grade by 5% at each deadline. During the last week of class you and your partner will present what you have learned to the rest of us. You can determine how you wish your grades to be figured. You may want to share a grade for both the paper and the presentation or individualize the grades for the paper, the presentation, or both. More details about my expectations for this project will be covered in class. If two are presenting, each is expected to present for half the allotted time.

Potential topics:

school bullying	illiteracy	child care	drunk driving	prenatal care	substance abuse
domestic violence	hospice	unemployment	suicide	teen pregnancy	mental illness resources
disability access	solid waste disposal	child injury	low cost housing	mental retardation support	sexual assault

You may pick a social problem that is not on this list. However, you need approval from me before you go ahead with your idea. You need to pick your topic by October 2. Progress reports from your team must be submitted in writing on October 18 and November 8.

Exams: The unit exams and final exam will be a mixture of multiple-choice and essay questions (about 30-70%). Questions will come from the text, reserve readings, and lecture/discussion topics. You are expected to take the exams on the dates scheduled. Only certifiable excuses (those you can document in writing) will enable you to take a missed exam at a later date.

Reaction papers: You are expected to read all the material on electronic reserve since exam questions can come from that material. In addition, you need to write four reaction papers based on that material. It is NOT essential for your reaction paper to cover all of the articles for a particular assignment. In fact, this is not desirable. I am more interested in your response to ideas that most affect you. Pick two or at most three ideas that come out of the reserve material and show in your paper: 1) the ability to report

what the author(s) are saying accurately, 2) a coherent, forceful argument you make concerning the authors' ideas (supporting, rejecting, amending those ideas), and 3) indicating how the argument you make can be applied to real world situations involving individuals and communities. In short, strong papers will demonstrate strong reporting of facts, powerful personal argument, and an examination of the implication of the ideas you write. Excellent reaction papers will be written with clarity and style.

Grades: There will be approximately 450 points in the course: 100 from the project, 100 from the reaction papers, 200 from exams, and 50 from attendance and participation. Grades will be determined on a percentage basis using the following system:

A	94.0% or better	C	74.0-76.9%
A-	90.0-93.9%	C-	70.0-73.9%
B+	87.0-89.9%	D+	67.9-69.9%
B	84.0-86.9%	D	64.0-66.9%
B-	80.0-83.9%	D-	60.0-63.9%
C+	77.9-79.9%	F	59.9 or lower

Your grade will be diminished by not coming to class. If you miss more than three classes without an excuse, your final grade will be reduced by 1% for each missed class.

CLASS SCHEDULE

Date		Topic	Reading/Assignment
Aug.	28	Introductions: the course and each other	
	30	The traditional mental health delivery system	Chapter 1
Sept.	1	Community psychology's core values	Chapter 2
	4	Social history (1900-1960)	
	6	The last 40 years	
	8	Current trends in response to social problems	
	11	Aims of community research	Chapter 3
		Reaction paper # 1 due based on materials #1-3	
	13	Traditional research methods in psychology	Chapter 4
	15	Alternative research methods	
	18	Ecological models: Barker and Kelly	Chapter 5
	20	Ecological models: Moos and Seidman	
	22	Environmental psychology	

Date		Topic	Reading/Assignment
Sept.	25	Classroom exercise and review	
	27	**Exam I (Chapters 1-5, readings)**	
	29	Sense of Community	Chapter 6
Oct.	2	Role of religion	**project topic description due**

	4	Dimensions of diversity; acculturation	Chapter 7
	6	Diversity in our community	
		Reaction paper #2 due based on materials #4-7	
	9	Coping in context	Chapter 8
	11	Social support	
	13	Support mapping exercise	
	16	No Class	
	18	Self-help groups	**Update/log of project**
	20	Prevention concepts I	Chapter 9
	23	Prevention concepts II (video)	
	25	Mental health consultation	
	27	**Exam II (Chapters 6-9, readings)**	
	30	Community roundtable	
Nov.	1	Prevention: infants and toddlers	Chapter 10
	3	Prevention: children	
	6	Prevention: adolescents	**Reaction paper #3 due based on materials #8-12**
	8	Prevention: adults	
	10	Program evaluation	pp. 339-353; Chapter 14
		Update/log of project	
	13	Why aren't interventions adopted?	Chapter 11
	15	Creating "the experimenting community"	
	17	Citizen participation	Chapter 12
	20-24	No class Thanksgiving Break	
	27	Organizing for social change	Chapter 13
	29	The community practitioner: David Julian	
		Reaction paper #4 due based on materials #13-15	
Dec.	1	The future for community psychology	Chapter 15
	4	Presentations I	**Project paper final draft due in class**
	6	Presentations II	
	8	Presentations III	
	11	Presentations IV	
	13	Course wrap-up	

Final Exam (Chapters 1-15, readings)

Additional materials on Electronic Reserve:

1. Ryan, W. (1994). Many cooks, brave men, apples, and oranges: How people think about equality. *American Journal of Community Psychology, 22,* 25-36.

2. Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist, 52,* 517-535.

3. Humphreys, K. & Rappaport, J. (1993). From the Community Mental Health movement to the War on Drugs: A study in the definition of social problems. *American Psychologist, 48*, 892-901.

4. Jason, L. A. (1991). Participating in social change: A fundamental value for our discipline. *American Journal of Community Psychology, 19*, 1-16.

5. Kelly, J. G., Ryan, A. M., Altman, B. E., & Stelzner, S. P. (2000). "Understanding and changing social systems: An ecological view." In J. Rappaport & E. Seidman (Eds.) Handbook of community psychology. New York: Kluver, pp. 133-143.

6. McMillan, D. W. & Chavis, D. M. (1986). Sense of community: Definition and theory. *Journal of Community Psychology, 14*, 6-23.

7. Pargament, K. I. & Maton, K. I. (2000). "Religion in American life: A community psychology perspective," in J. Rappaport & E. Seidman (Eds.) Handbook of community psychology. New York: Kluwer Academic, pp. 495-522.

8. Goodkind, J. R. (2006). Promoting Hmong refugees' well-being through mutual learning: Valuing knowledge, culture, and experience. *American Journal of Community Psychology, 37*, 77-94.

9. Norris, F. H., Baker, C. K., Murphy, A. D., & Krzystof, K. (2005). Social support mobilization and deterioration after Mexico's 1999 flood: Effects of context, gender, and time. American Journal of Community Psychology, 36, 15-28.

10. Weikart, D. P. & Schweinhart, L. J. (1997). High/Scope Perry preschool program. In Albee, G. W. & Gullotta, T. P. (Eds.) *Primary prevention works*. Thousand Oaks, CA: Sage (pp. 146-166).

11 Biglan, A., Ary, D., Koehn, V., Levings, D., Smith, S., Wright, Z., James, L. & Henderson, J. (1996). Mobilizing positive reinforcement in communities to reduce youth access to tobacco. *American Journal of Community Psychology, 24*, 625-638.

12. Jemmott, J. B., Jemmott, L. S., Fong, G. T., & McCaffree, K. (1999). Reducing HIV risk-associated sexual behavior among African American adolescents: Testing the generality of intervention effects. *American Journal of Community Psychology, 27,* 161-187.

13. van Dierendonck, D. Schaufeli, W. B. & Buunk, B. P. (1998). The evaluation of an individual burnout prevention program: The role of inequity and social support. Journal of Applied Psychology, 83, 392-407.

14. D'Augelli, A. R. (2006). Coming out, visibility, and creating change: Empowering lesbian, gay, and bisexual people. *American Journal of Community Psychology, 37*, 203-210.

15. Julian, D. A. (2006). A community practice model for community psychologists and some examples of the application of community practice skills from the Partnerships for Success Initiative in Ohio. *American Journal of Community Psychology, 37*, 21-28.

Please print your name _____

Telephone on campus: _____ HWCC Box No.: _____

Please indicate a five-digit number or letter code by which you want your quizzes and exams scores to be posted; use some sequence you will be able to remember.

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I have received a copy of the syllabus for Community Psychology (PSYC 323) with Dr. Leavy. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

_____ _____

Signature Date

Note: I will communicate with students using their OWU email address. It is the student's responsibility to check this email account for messages from me.