

## **PS 482: Seminar in Community Psychology Winter, 2004**

**Instructor:** Geoffrey Nelson, Ph.D., Professor of Psychology  
**Office:** N2075F Science Building  
**Office hours:** Tuesday, Thursday - 2:30 - 4 p.m. or by appointment  
**Class hours:** Tuesday, Thursday - 1 - 2:20 p.m.

### **Required Readings:**

Capponi, P. (2003). *Beyond the crazy house: Changing the future of madness*. Toronto: Penguin.

Nelson, G., & Prilleltensky, I. (2004). *Community psychology: In pursuit of liberation and well-being*. London: Palgrave Macmillan.

### **Course Objectives, Format, and Roles:**

The purpose of this course is three-fold. First, you will be explore in greater depth issues and topics covered in the introductory community psychology course (282). We will examine more closely key theoretical concepts in community psychology (e.g., power, oppression) and how they apply to important areas of community research and action, including community integration of psychiatric consumer/survivors, diversity (and the problems of racism, sexism, heterosexism), and socioeconomic inequality and social justice.

Second, the small group seminar format will provide students with opportunities for discussion of the issues and for developing oral presentation skills. Third, students will have the opportunity to choose some type of community intervention project in which they will become involved. My hope is that students can select some project that is both manageable in terms of time commitment and personally meaningful and relevant.

I will use an adult education model, emphasizing student participation in the course. Students will have a great deal of choice in what they decide to focus on in this course. Also, students will be responsible for presenting material and are expected to come to class prepared (having done the reading and being prepared to make presentations). There will be a great deal of time for class discussion in a context of mutual respect, active listening, and support. We will also set aside time on a regular basis to review and discuss the community projects that students choose to pursue.

### **Community Research and Action Project:**

As a class, we are going to conduct an evaluation of student services and sense of community at Laurier. This project was designed and conceived by last year's PS 482 class and will be implemented by us. Students will work in groups of 3-4 on different parts of the

research. Two or three groups will conduct focus groups with students regarding student services and sense of community at Laurier. One group will be responsible for compiling and analyzing open-ended responses to survey questions for up to 100 student surveys.

### Overview of Evaluation and Marks:

Requirement	Grade %
Chapter Presentation and Review	10%
Chapter Review	15%
Seminar Presentation/Major Paper	30%
Class Attendance	7.5%
Class Participation	7.5%
Final Exam	30%

### Evaluation and Assignments:

10%      Chapter Presentation and Review: You must present to the class one chapter from the outline that is denoted with a φ. Since your classmates will not be reading the chapter, you must provide a clear and concise summary of its contents. There are two parts to this assignment: (a) an oral presentation and (b) a handout to the class. You have a maximum of 20 minutes of class time for the presentation and a class discussion of the chapter. You should spend no more than 10 minutes reviewing the contents of the article. In your presentation, you need to concentrate on a maximum of two or three points with illustrations of these points. Following the presentation, I want you to facilitate a 10 minute class discussion of the article. You should prepare questions in advance to kick off the discussion. The handout should be no more than 2 single-spaced pages, in which you review the contents of the article and end with your own critical comments and evaluation of the article. Your critical evaluation should include comments about how the chapter could be improved and what you like about the chapter. **The handout is due the day of the presentation.** I will make copies of the handout for the class if you give them to me in advance. Otherwise, you are responsible for making the handouts.

15%      Chapter Review: You must review one chapter that is a required reading (denoted with a ι). The review should be no more than 2-3 double-spaced pages, in which you review the contents of the article and end with your own critical comments and evaluation of the chapter. Your critical evaluation should include comments about how the chapter could be improved and what you like about the chapter. **The review is due one week after the class has discussed the chapter.**

- 35% Seminar Presentation/Major Paper: Each group will make a presentation on its component of the community research and action project. The presentations will be about 20 minutes long. In addition to the presentation, each group will submit a major paper on their community intervention. The papers are due the same days as the presentation, March 30. **Late papers will not be accepted.**
- 7.5% Class Attendance: I will take attendance for each class. You may be excused from two classes (with proper documentation or adequate reason) without penalty. Each late arrival (defined as entering class after instruction has commenced) will result in a .15 deduction from your final grade. Please let me know by email or phone if you will be missing a class.
- 7.5% Class Participation: Each student will obtain 7.5% of the final grade by participating actively in class. At the end of each month (January, February, March), I will assign you a mark for your contributions to the class.
- 0 - 1 (little to no meaningful participation)  
 1 - 2 (moderate level of participation), or  
 2 - 2.5 (excellent participation)
- You can earn participation marks through a variety of ways:
- Asking questions related to the material
  - Answering questions asked by me
  - Contributing to discussions
  - Demonstrating that you have read the assigned material
  - Taking a leadership role in small group activities
  - Initiating discussion
  - Providing useful feedback to other students making presentations
  - Demonstrating supportive attitude toward other students making presentations
  - Introducing ideas relevant to the topics but not covered in the reading materials
  - Connecting course material to current affairs
  - Sharing personal reflections related to warm-up exercises and other in-class exercises
- 30% Final Exam: The format for the take-home final will be essay questions, requiring integration and application of the material covered. The final will cover all of the required readings, class presentations/handouts, and videos. Study questions will be provided in advance. I will hand out the take-home the last day of class, and it will be due the following Monday, April 5.

## Tentative Course Schedule

Class	Topic	Readings
Jan. 6	Getting to Know One Another; Overview and Planning	
Jan. 8	Group Selection; Better Beginnings, Better Futures	Presentation by Geoff: Better Beginnings, Better Futures † Pancer, S. M., Nelson, G., Dearing, B., Dearing, S., Hayward, K., & Peters, R. DeV. (2003). Promoting wellness in families and children through community-based interventions: The Highfield Community Enrichment Project. In K. Kufeldt & B. McKenzie (Eds.), <i>Child welfare: Connecting research, policy, and practice</i> (pp. 111-121). Waterloo, ON: Wilfrid Laurier University Press.
Jan. 13	Overview of Community Psychology	† N & P - Chapter 1, Community Psychology: Journals in the Global Context, pp. 28-39 † N & P - Chapter 2, The Project of Community Psychology: Issues, Values, and Tools for Liberation and Well-Being Class time to work on project
Jan. 15	Core Concepts	φ N & P - Chapter 4, Ecology and Prevention φ N & P - Chapter 5, Power and Community
Jan. 20	Values and Core Concepts	† N & P - Chapter 3, The Values of Community Psychology φ N & P - Chapter 6, Accountability, Commitment, and Inclusion
Jan. 22	Intervention	φ N & P - Chapter 8, Social and Community Interventions Class time to work on project
Jan. 27	Intervention	† N & P - Chapter 7, An Overview of Community Psychology Interventions φ N & P - Chapter 9, Organizational Interventions
Jan. 29	Intervention Marginalization	φ N & P - Chapter 10, Small Group and Individual Interventions φ N & P - Chapter 14, Marginalization

Feb. 3	Globalization	ι N & P - Chapter 15, Globalization, Poverty, and Social Justice Video - "Beyond McWorld"
Feb. 5	Aboriginal People and Racism	φ N & P - Chapter 16, Colonization and Racism Video: "Hollow Water"
Feb. 10	Aboriginal People and Racism Immigration and Refugees	φ N & P - Chapter 17, Immigration and Adaptation: Confronting the Challenges of Cultural Diversity φ Connors, E., & Maidman, F. (2001). A circle of healing: Promoting family wellness in aboriginal communities. In I. Prilleltensky, G. Nelson, & L. Peirson (Eds.), <u>Promoting family wellness and preventing child maltreatment: Fundamentals for thinking and action</u> . Toronto: University of Toronto Press (Summary bulletin)
Feb. 12	Sexism	ι N & P - Chapter 18, Gender, Power, and Community Psychology Video: "Family Ties: A Different Story" or "Killing Us Softly 3"
Feb. 24	Heterosexism	φ N & P - Chapter 19, A Journey Toward Liberation: Confronting Heterosexism and the Oppression of Lesbian, Gay, Bisexual, and Transgendered People Class time to work on project
Feb. 26	Ableism	ι N & P - Chapter 20, Ableism Class time to work on project
March 2	Ableism	Video: "Bearing Witness"
March 4	Community Mental Health	ι Capponi, <i>Beyond the crazy house</i> Class time to work on project
March 9	Community Mental Health	φ N & P - Chapter 21, Creating New Possibilities For Promoting Liberation, Well-being, and Recovery: Learning From Experiences of Psychiatric Consumers / Survivors Video: "Stories of the Mental Patients' Association"
March 11	Community Mental Health	Presentation by Geoff: Shifting the Paradigm in Housing and Mental Health ι Nelson, G., Lord, J., & Ochocka, J. (2001). <u>Shifting the paradigm in community mental health: Towards empowerment and community</u> . Toronto: University of Toronto Press. Chapters 1 & 2, pp. 3-36

March 16	Children and Families	ι Prilleltensky, I., & Nelson, G. (2000). Promoting child and family wellness: Priorities for psychological and social interventions. <u>Journal of Community and Applied Social Psychology</u> , <u>10</u> , 85-105. Class time to work on project
March 18	Children and Families	φ N & P - Chapter 22, Disadvantaged Children and Families Class time to work on project
March 23	Natural Environment	φ N & P - Chapter 23, Environmental Degradation and Ecologically Minded Alternatives
March 25	The Future	ι N & P - Chapter 24, The Future of Community Psychology: The Journey Continues
March 30	Presentations	
April 1	Wrap-up and Review	

ι required reading for everyone, φ chapter presentation and review readings for one person only.

## IMPORTANT INFORMATION FOR STUDENTS

### **Examination Deferrals:**

The Academic Date section of the Calendar (Printed and Web Site Versions) clearly states the examination date period for each semester. Students must note that they are required to reserve this time in their personal calendars for the examinations. **The examination period for this winter term is April 7 - 28, 2004.** Students who are considering registering to write MCAT, LSAT or GMAT or a similar examination, should select a time for those examinations that occurs outside the University examination period. For additional information regarding Deferred Examinations, *please refer to page 87 of the 2003/2004 Undergraduate Academic Calendar.*

### **Academic Misconduct:**

Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. Academic misconduct includes: *please refer to page 93 of the 2003/2004 Undergraduate Academic Calendar.*

### **Plagiarism:**

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

### **Special Needs:**

Students with disabilities or special needs, are advised to contact Laurier's Special Needs Office for information regarding its services and resources. Students are encouraged to review the Undergraduate Academic Calendar for information regarding all services available on campus.

### **Important Dates:**

For important dates to remember, such as last day to drop a course: *Please refer to Academic Dates on page xvi of the 2003/2004 Undergraduate Academic Calendar.*