PSYCHOLOGY 614
COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION I
Fall, 2008

Instructor

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Office hours: 3:30-5 p.m., Tuesday, Thursday, or by appointment

Class Time and Location

Thursday, 12:30-3:20, 232 King St., Room 202

Course Description from the Graduate Calendar

An examination of the broad domain of community psychology and social intervention, including historical roots, key concepts, theories, values, research base and applications to various social settings and social problems. Topics may include prevention/promotion, empowerment of marginalized populations and community mental health.

The Sequence of PS 614 and PS 619

PS 614 is an introduction to the history, values, theories and concepts of community psychology and social intervention, while PS 619 focuses more on the application of theories and concepts to particular populations and issues (i.e., poverty, homelessness, colonization, racism).

Texts


Additional Readings

There are a number of articles that will be required readings for the course, and some that individuals will report on that not everyone will read. I have put together the common readings for you in a course package that you can purchase from the bookstore. You will need to search out the readings that are assigned just to you. You can expect an average of about 100 pages of reading per week.
Course Objectives

The main objectives of the course are for students to:

(a) acquire a basic knowledge of action, research, and theory in community psychology and social intervention, particularly how key values, theories, concepts, and research have been and can be implemented in various contexts and settings to address a variety of social issues,
(b) develop a personal and professional identity as a community psychologist/social interventionist,
(c) experience in the course how the processes of community psychology and social intervention reflect the content of the field, and
(d) improve critical thinking, analytical, writing, and oral communication skills.

Roles and Class Format

We will use an adult education model, emphasizing student participation in the course. Students will have choice over some of the readings and their seminar topics. There will be a great deal of time for class discussion in a context of mutual respect, active listening, and support. I see my role as instructor as facilitating the group’s introduction to issues in community psychology and social intervention, sharing my expertise and experience with the group, and supporting your participation and learning. Additionally, in several classes, I will take 20 minutes to present a case study of a social intervention related the topic that we will be examining. I see the students’ role as being responsible for:

(a) attending class (please let me know by phone or email if you will not be able to attend due to illness or some other unexpected event),
(b) presenting articles and seminars in class,
(c) coming to class prepared (having done the readings, having read your peers’ reading response papers, reflecting on the readings, being prepared to make seminar presentations),
(d) facilitating some class discussions (making an agenda for the class, posing questions to your peers, making sure everyone has a chance to speak, actively listening to your peers, summarizing discussions – each of us will facilitate one class session during the first 9 weeks of the course),
(e) actively participating in class discussions (asking questions related to the material, answering questions, contributing to discussions, connecting course material to current affairs, introducing ideas relevant to the topics but not covered in the reading materials, sharing personal reflections related to warm-up exercises, other in-class exercises, the readings, and presentations), and
(f) supporting your peers (e.g., providing useful feedback to other students making presentations, demonstrating a supportive attitude toward other students making presentations).

Assignments and Evaluation

10% Article/Chapter Presentation/Handout: During weeks 2-9 (excluding week 6 because of a field trip), you must make one class presentation on one article or chapter from the “Other Readings” on the outline (or some other article/chapter
on the topic that is not on the outline, but which is relevant to the topic). Each presentation is worth 10 points. Since your classmates will not read the article/chapter, you must provide a clear and concise summary of its contents. There are two parts to this assignment: (a) an oral presentation and discussion worth 5 points (3 points for a clear presentation of the main points and 2 points for questions for the class and facilitation of class discussion), and (b) a handout to the class worth 5 points (3 points for a clear presentation of the main points and 2 points for a critical evaluation). You have a maximum of 20 minutes of class time for the presentation and a class discussion of the article/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 5-10 minute class discussion of the article. You should prepare questions in advance to kick off the discussion. The handout should be no more than one single-spaced page, in which you review the contents of the article and end with your own critical comments and evaluation of the article. 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.

54% Reading Response Papers: During weeks 2-9, you must write 7 responses to the assigned readings. The response should be about 2-3 double-spaced pages (500-1000 words), no reference section, no quotes. This is a chance for you to critically reflect on the readings, addressing such questions as: What are the connections between the readings? What are the points of tension or divergence? How do the readings connect to readings from previous weeks? What are the implications for theory, research, and action? Reading response papers are to be sent to me and your classmates the day before the class. In the subject line of your email please put “reading response paper, the number of the paper, and your first and last names.” You must read your classmates’ reading response papers, as these papers are a catalyst for class discussions.

A reading response paper is not a summary of the readings, it’s an analysis, integration and critical reflection. Each reading response paper is worth 9 points (I will drop the mark for your lowest paper so that only your 6 best papers count), and your mark will be based on both the quality of your writing (3 points) and the quality of your ideas (6 points). Using Bloom’s taxonomy of learning, your reading response papers should focus on the higher-order skills of analysis, synthesis, and evaluation, which are defined below.

Knowledge: Recall data or information. This is regurgitation.
Comprehension: Understand the meaning, translation, and interpretation of instructions and problems. State a problem in one’s own words.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom to novel situations.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Use of theory for interpretation of information.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Evaluation: Make judgments about the value of ideas or materials.

36% Seminar Presentation/Major Paper: During weeks 10-12, each student will present a seminar on a topic related to the course. The paper should include both an analysis and intervention. Papers are due Dec. 8. For your presentation/paper, you can choose a problem or issue that is of interest to you. Your paper should accomplish two objectives: (a) an analysis of the problem based on the theories, values, and research of community psychology and (b) a proposed intervention, also based on community psychology theories, values, and research, that addresses the major problems identified in the analysis. You must consult with me about topics before embarking on your paper.

The presentation should be about 30 minutes with 20 minutes for discussion. You must assign one reading one week in advance of the class. The paper must be typed, double-spaced, about 15-20 pages long, and follow APA-format (I will provide you with a handout on APA style). The paper is due December 8, 2008. The marking scheme for the presentation/paper is as follows:

presentation (9 points total)
  a. organization, clear presentation of main points (3 points)
  b. innovation, creativity, special contribution (3 points)
  c. facilitation of class discussion (3 points)

paper (27 points total)
  a. organization, logical sequence, smooth transitions, clarity of written expression, including use of APA-style (8 points)
  b. problem analysis - relevant theory, concepts, values, and research, critical analysis (8 points)
  c. intervention and evaluation - relevant theory, concepts, research, methods (8 points)
  d. innovation, directions for future research and action (3 points)
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<thead>
<tr>
<th>Session/Date</th>
<th>Theory and Research</th>
<th>Areas of Application, Social Intervention Case Studies</th>
<th>Facilitator/Article or Seminar Presenters</th>
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<tbody>
<tr>
<td>1 – Sept. 11</td>
<td>Historical perspectives; Emergence of CP in Canada, the U.S., and outside of N. America</td>
<td>DVD: “Exemplars of Community Psychology: A Video Introduction to the Field”</td>
<td>Geoff</td>
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<tr>
<td>2 – Sept. 18</td>
<td>Overview of core concepts; emergence of critical and liberation psychology</td>
<td>DVD: John McKnight, “Building Community Through Prevention”</td>
<td>Geoff</td>
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<td>3 – Sept. 25</td>
<td>Values, ethics, and social intervention</td>
<td>Case study: Mandate review of the Sarnia Lambton Centre for Child and Youth</td>
<td>Alix/Felix</td>
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<td>4 – Oct. 2</td>
<td>Promotion/prevention</td>
<td>Disadvantaged children and families Case study and DVD: “Better Beginnings, Better Futures”</td>
<td>Norah/Rebecca</td>
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<td>5 – Oct. 9</td>
<td>Power and empowerment</td>
<td>Citizen participation and neighbourhood organizations Case study: The creation of the Langs Farm Village Association Mid-course evaluation</td>
<td>Alexis/Katie</td>
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<td>6 – Oct. 16</td>
<td></td>
<td>Field trip to Langs Farm; note also Jim Diers forum on evening of October 15</td>
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<tr>
<td>7 – Oct. 23</td>
<td>Ecology and environments</td>
<td>Review mid-course evaluation Discuss Langs Farm visit Application of ecological concepts to schools</td>
<td>Roy</td>
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<td>8 – Oct. 30</td>
<td>Community mental health</td>
<td>Case study: Shifting the paradigm in community mental health in Waterloo Region</td>
<td>Jessica</td>
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<td>9 – Nov. 6</td>
<td>Stress, social support, and self-help/mutual aid</td>
<td>Self-help groups and organizations Case study: The creation of the Consumer/Survivor Development Initiative (CSDI) DVD: “From Madhouse to Our House”</td>
<td>Geoff</td>
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<td>10 – Nov. 13</td>
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<td>Student presentations</td>
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<td>11 – Nov. 20</td>
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<td>Student presentations</td>
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<td>12 – Nov. 27</td>
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<td>Student presentations</td>
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<td>13 – Dec. 4</td>
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<td>Wrap-up, course evaluation, celebration</td>
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Detailed Schedule and Readings

**Week 1 (September 11) - What Is Community Psychology and Where Does It Come From?: Values, Research, and Action**

*Common Readings*

N & P, Ch. 1


**Week 2 (September 18) – Overview of Core Concepts; Emergence of Critical and Liberation Psychology**

*Common Readings*

N & P, Ch. 2


*Other Readings*


**Week 3 (September 25) – Values, Ethics, and Social Intervention**

*Common Readings*

N & P, Ch. 3


*Other Readings*


Week 4 (October 2) – Prevention/Promotion

Common Readings

N & P, Ch. 4 (pp. 78-91) & 22


Other Readings


**Week 5 (October 5) – Power and Empowerment**

*Common Readings*

N & P, Ch. 5


*Other Readings*


**Week 6 (October 16)**

*Common Readings*


**Week 7 (October 23) – Ecology and Environments**

*Common Readings*

N & P, Ch. 4 (pp. 70-78)


*Other Readings*


**Week 8 (October 30) - Community Mental Health**

*Common Readings*

N & P, Ch. 21


*Other Readings*


**Week 9 (November 6) – Stress, Social Support, and Self-help/Mutual Aid**

*Common Readings*


*Other Readings*


**Week 10-12 (November 13, 20, & 27) – Student Presentations**

**Week 13 (December ?) Wrap-up, Course Evaluation, Celebration of End of Term**
Key Sources in Community Psychology

CP Handbook


Annual Review Series


Community Psychology Journals

American Journal of Community Psychology (AJCP)
Annual Review of Critical Psychology
Applied and Preventive Psychology
Canadian Journal of Community Mental Health (CJCMH)
Community Mental Health Journal
Critical Psychology: The International Journal of Critical Psychology
Journal of Community and Applied Social Psychology
Journal of Community Psychology (JCP)
Journal of Prevention and Intervention in the Community (formerly Prevention in Human Services)
Journal of Primary Prevention (formerly Journal of Prevention)
Journal of Social Issues
Prevention Science
Important Information for Students

New Course Drop Dates 2008/2009:


Examination Deferrals:

The Academic Date section of the Calendar (Web Site Version) 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 school year is December 4 - 18, 2008 for Fall Term, and April 8 - 29, 2009 for Winter Term. 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 that describes the special circumstances for examination deferment, consult the University calendar.

Student Awareness of the Accessible Learning Office:

Students with disabilities or special needs, are advised to contact Laurier’s Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Academic and Research 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, where the student either knew or ought reasonably to have known that it was misconduct. Please refer to the University Calendar Web Site for further clarification of academic and research misconduct at the link: https://www.wlu.ca/page.php?grp_id=158&p=8383&pv=1

Plagiarism Detection Software:

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.

Learning Services:

Please access the following webpage for detailed information: www.wlu.ca/learningservices

Laurier Email Account: Students are expected to regularly check their Laurier email account for important notices from the university community. Students are also expected to send emails to official members of the university community from their Laurier email account in order to ensure delivery.