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

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

Nelson, G., & Prilleltensky, I. (Eds.). (2005). *Community psychology: In pursuit of liberation and well-being.* New York: Palgrave.

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

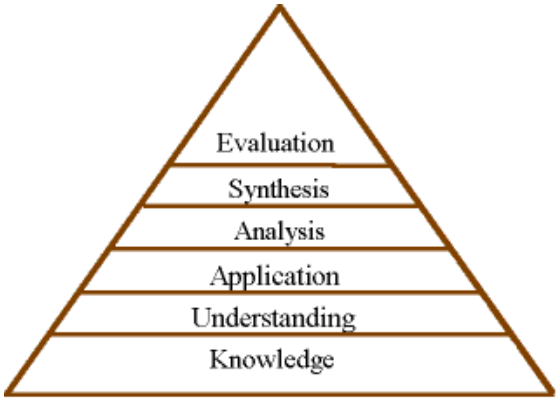
on the topic that is not on the outline, but which is relevant to the topic). Each presentation is worth 10 points. Since your classmates will not read the article/chapter, you must provide a clear and concise summary of its contents. There are two parts to this assignment: (a) an oral presentation and 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)

Overview of Schedule

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

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

Nelson, G., Lavoie, F., & Mitchell, T. (2007). The history and theories of community psychology in Canada. In S. Reich, M. Riemer, I. Prilleltensky, & M. Montero (Eds.), *International community psychology: History and theories* (pp. 13-36). New York: Kluwer/Springer Academic Publishers.

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

Common Readings

N & P, Ch. 2

Kagan, C., & Burton, M. (2001, March). *Critical community psychology praxis for the 21st century.* Paper presented to the British Psychological Society Conference, Glasgow, Scotland.

Levine, M., & Levine, A. (1992). *Helping children: A social history*. Oxford: Oxford University Press (Ch. 1, pp. 5-9, & 14, pp. 242-246).

McKnight, J. (1995). *The careless society: Community and its counterfeits.* New York: HarperCollins. (Ch. "Do no harm," pp. 101-114)

Prilleltensky, I. (2005). Promoting well-being: Time for a paradigm shift in health and human services. *Scandinavian Journal of Public Health, 33,* 53-60.

Other Readings

Burton, M. (2004). Radical psychology networks: A review and guide. *Journal of Community and Applied Social Psychology, 14,* 119-130.

Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community and Applied Social Psychology, 15,* 63-78.

Caplan, N., & Nelson, S. (1973). On being useful: The nature and consequences of psychological research on social problems. *American Psychologist, 28*, 199-211.

Fox, D., & Prilleltensky, I. (Eds.). (2007). *Critical psychology: An introduction.* London: Sage.

Hook, D. (Ed.). (2004). *Critical psychology.* Lansdowne: UCT Press.

Martin-Baro, I. (1994). *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press.

Moane, G. (2003). Bridging the personal and the political: Practices for a liberation psychology. *American Journal of Community Psychology, 31*, 91-101.

Prilleltensky, I. (1989). Psychology and the status quo. *American Psychologist, 44,* 795-802.

Prilleltensky, I. (1994). *The morals and politics of psychology: Psychological discourse and the status quo.* Albany: State University of New York Press.

Prilleltensky, I., & Gonick, L. (1996). Polities change, oppression remains: On the psychology and politics of oppression. *Journal of Political Psychology, 17*, 127-148.

Prilleltensky, I., & Nelson, G. (2002). *Doing psychology critically: Making a difference in diverse settings.* Basingstoke, UK: Palgrave.

Prilleltensky, I., & Nelson, G. (in press). Community psychology: Advancing social justice. In D. Fox, I. Prilleltensky, & S. Austin (Eds.). *Critical psychology: An introduction* (2nd ed.). Thousand Oaks, CA: Sage.

Riger, S. (2001). Transforming community psychology. *American Journal of Community Psychology, 29,* 69-81.

Ryan, W. (1971). *Blaming the victim*. New York: Random House.

Watts, R.J., Griffith, D.M., & Abdul-Adil, J. (1999). Sociopolitical development as an antidote for oppression – Theory and action. *American Journal of Community Psychology, 27,* 255-272.

Watts, R.J., & Serrano-Garcia, I. (Eds.).(2003). The quest for a liberating community psychology [Special issue]. *American Journal of Community Psychology, 31*(1/2).

Watts, R.J., Williams, N.C., & Jagers, R.J. (2003). Sociopolitical development. *American Journal of Community Psychology, 31,* 185-194.

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

Common Readings

N & P, Ch. 3

Goldenberg, I.I. (1978). *Oppression and social intervention: Essays on the human condition and the problem of change*. Nelson-Hall: Chicago (Ch. 1 & 2).

Mitchell, T., & Beattie-Huggan, P. (2006). Bridging the distance between lifestyle and determinants of health approaches: The Circle of Health as a synthesis tool. *International Journal of Health Promotion and Education, 44*(2), 1-5.

O'Neill, P. (2005). The ethics of problem definition. *Canadian Psychology*, *46*, 13-20.

Sarason, S.B. (1978). The nature of problem-solving in social action. *American Psychologist, 33*, 370-381.

Other Readings

Evans, S., Hanlin, C.E., & Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations: A case study. *Journal of Community Psychology*, *35*, 329-346.

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.

Levin, G.B., Trickett, E.J., & Hess, R.E. (Eds.). (1990). Ethical implications of primary prevention [Special issue]. *Prevention in Human Services, 8*(2).

Nelson, G., Janzen, R., Trainor, J., & Ochocka, J. (2007). Putting values into practice: Public policy and the future of mental health consumer-run organizations. *American Journal of Community Psychology, 39,* 287-299.

Nelson, G., Prilleltensky, I., & MacGillivary, H. (2001). Building value-based partnerships: Toward solidarity with oppressed groups. *American Journal of Community Psychology, 29,* 649-677.

O'Neill, P. (1989). Responsible to whom? Responsible for what? Some ethical issues in community intervention. *American Journal of Community Psychology, 17,* 323-342.

Peirson, L., Prilleltensky, I., Nelson, G., & Gould, J. (1997). Planning mental health services for children and youth: Part II - Findings of a value-based community consultation project. *Evaluation and Program Planning*, *20*, 173-183.

Pettifor, J.L. (1986). Ethical standards for community psychology. *Canadian Journal of Community Mental Health, 5*(1), 39-48.

Prilleltensky, I., Nelson, G., Sanchez, L. A. (2000). Value-based smoking prevention program with Latin American Youth: Program evaluation. *Journal of Ethnic and Cultural Diversity in Social Work, 9(1-2),* 97-117.

Prilleltensky, I., Peirson, L., Gould, J., & Nelson, G. (1997). Planning mental health services for children and youth: Part I - A value-based approach. *Evaluation and Program Planning*, *20*, 163-172.

Prilleltensky, I., Peirson, L., & Nelson, G. (1997). The application of community psychology values and guiding concepts to school consultation. *Journal of Educational and Psychological Consultation*, *8*, 153-173.

Prilleltensky, I., Rossiter, A., & Walsh-Bowers, R. (1996). Preventing harm and promoting ethical discourse in the helping professions: Conceptual, research, analytical, and action frameworks. *Ethics and Behavior, 6*, 287-306.

Prilleltensky, I., Walsh-Bowers, R., & Rossiter, A. (1999). Clinicians lived experience of ethics: Values and challenges in helping children. *Journal of Educational and Psychological Consultation, 10*, 315-342.

Rossiter, A., & Walsh-Bowers, R. (Eds.). (1998). Critical perspectives on applied ethics [Special issue]. *Canadian Journal of Community Mental Health, 17*(2).

Rossiter, A., Walsh-Bowers, R., & Prilleltensky, I. (1996). Learning from broken rules: Individualism, bureaucracy, and ethics. *Ethics and Behavior, 6*, 307-320.

Snow, D.L., Grady, K., & Goyette-Ewing, M. (2000). A perspective on ethical issues in community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 897-917). New York: Kluwer Academic/Plenum.

Sylvestre, J., Nelson, G., Sabloff, A., & Peddle, S. (2007). Housing for people with serious mental illness: A comparison of values and research. *American Journal of Community Psychology, 40,* 125-137.

Trickett, E.J. (1998). Toward a framework of defining and resolving ethical issues in the protection of communities involved in primary prevention projects. *Ethics and Behavior, 8,* 321-337.

Tseng, V., Chesir-Teran, D., Becker-Klein, R., Chan, M.L., & Duran, V. (2002). Promotion of social change: A conceptual framework. *American Journal of Community Psychology, 30,* 401-427.

Walsh-Bowers, R., Rossiter, A., & Prilleltensky, I. (1996). The personal is the organizational in the ethics of hospital social workers. *Ethics and Behavior, 6*, 321-335.

Week 4 (October 2) – Prevention/Promotion

Common Readings

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

Albee, G.W. (1996). Revolutions and counterrevolutions in prevention. *American Psychologist, 51*, 1130-1133.

Cowen, E.L. (2000). Community psychology and routes to psychological wellness. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 79-99). New York: Kluwer Academic.

Peters, R.DeV., Petrunka, K., & Arnold, R. (2003). The Better Beginnings, Better Futures Project: A universal, comprehensive, community-based prevention approach for primary school children and their families. *Journal of Clinical Child and Adolescent Psychology, 32,* 215-227.

Other Readings

Bouchard, C. (2005). Searching for impacts of a community-based initiative: The evaluation of "1, 2, 3 GO!" In J. Scott & H. Ward (Eds.), *Safeguarding and promoting the well-being of children, families and communities* (pp. 228-241). London: Jessica Kingsley Publishers.

Boyle, M.H., & Willms, J.D. (2002). Impact evaluation of a national, community-based program for at-risk children in Canada. *Canadian Public Policy, 28,* 461-481.

Cicchetti, D., Rappaport, J., Sandler, I., & Weissberg, R.P. (Eds.). (2000). *The promotion of wellness in children and adolescents.* Washington, DC: Child Welfare League of America Press.

Dozois, D.J.A., & Dobson, K.S. (Eds.). (2004). *The prevention of anxiety and depression: Theory, research, and practice*. Washington, DC: American Psychological Association.

Durlak, J.A., & DuPre, E.P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41,* 327-350.

Durlak, J.A., Taylor, R.D., Kawashima, K., Pachan, M.K., DuPre, E.P., Cello, C.I., Berger, S.R., Dymnicka, A.B., & Weissberg, R.P. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology, 39,* 269-286.

Durlak, J.A., & Wells, A.M. (1997). Primary prevention and mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology, 25*, 115-152.

Felner, R.D., Felner, T.Y., & Silverman, M.M. (2000). Prevention in mental health and social intervention: Conceptual and methodological issues and practice of prevention. In In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 9-42). New York: Kluwer Academic.

Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58,* 466-474.

Karoly, L.A., Kilburn, M.R., & Cannon, J.S. (2005). *Early childhood intervention: Proven results, future promise.* Santa Monica, CA: The Rand Corporation.

Keyes, C.L.M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist, 62,* 95-108.

Lynch, R.G. (2004). *Exceptional returns: Economic, fiscal, and social benefits of investment in early childhood development.* Washington, D.C.: Economic Policy Institute.

MacLeod, J., & Nelson, G. (2000). Programs for the promotion of family wellness and the prevention of child maltreatment: A meta-analytic review. *Child Abuse and Neglect*, *24*, 1127-1149.

McCain, M.N., Mustard, J.F., & Shanker, S. (2007). *Early years study 2: Putting science into action.* Toronto: Council for Early Child Development.

Nelson, G., Prilleltensky, I., Laurendeau, M.-C., & Powell, B. (1996). The prevention of mental health problems in Canada: A survey of provincial policies, structures, and programs. *Canadian Psychology, 37*, 161-172.

Nelson, G., Westhues, A., & MacLeod, J. (2003). A meta-analysis of longitudinal research on preschool prevention programs for children. *Prevention and Treatment*, *6* (December), available on Geoff's website.

Price, R.H., Cowen, E.L., Lorion, R.P., & Ramos-McKay, J. (1988). *Fourteen ounces of prevention: A casebook for practitioners*. Washington: American Psychological Association.

Prilleltensky, I., & Laurendeau, M.-C. (Eds.). (1994). Prevention: Focus on children and youth [Special issue]. *Canadian Journal of Community Mental Health, 13*(2).

Sandler, J. (2007). Community-based practices: Integrating dissemination theory with critical theories of power and justice. *American Journal of Community Psychology, 40,* 272-289.

Saul, J., Wandersman, A., Flaspohler, P., Duffy, J., Lubell, K., & Noonan, R. (2008). Research and action for bridging science and practice in prevention [Special issue]. *American Journal of Community Psychology, 41*(3/4).

Waddell, C., McEwan, K., Peters, R.DeV., Hua, J.M., & Garland, O. (2007). Preventing mental disorders in children: A public health priority. *Canadian Journal of Public Health, 98,* 174-178.

Waddell, C., Hua, J.M., Garland, O.M., Peters, R.DeV., & McEwan, K. (2007). Preventing mental disorders in children: A systematic review to inform policy-making. *Canadian Journal of Public Health, 98,* 174-178.

Weissberg, R.P., & Greenberg, M.T. (1998). Prevention science and collaborative community action research: Combining the best from both perspectives. *Journal of Mental Health, 7*, 479-492.

Weissberg, R.P., Kumpfer, K.L., & Seligman, M.E.P. (2003). Prevention that works for children and youth: An introduction. *American Psychologist, 58,* 425-432.

Week 5 (October 5) – Power and Empowerment

Common Readings

N & P, Ch. 5

Friere, P. (1970). *Pedagogy of the oppressed*. Continuum: New York. (Chapter 1, pp. 25-51, http://marxists.anu.edu.au/subject/education/freire/pedagogy/ch01.htm.)

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*, 1-25.

Riger, S. (1993). What's wrong with empowerment? *American Journal of Community Psychology, 21*, 279-292.

Other Readings

Cochran, M. (1988). Addressing youth and family vulnerability: Empowerment in an ecological context. *Canadian Journal of Public Health, 79,* 510-579.

Collins, P.H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment.* New York: Routledge.

Fisher, A.T., & Sonn, C.C. (Eds.). (2007). Power in community psychology: Research and practice [Special issue]. *Journal of Community and Applied Social Psychology, 17*(4).

Fisher, A.T., Sonn, C.C., Evans, S.D. (2007). The place and function of power in community psychology: Philosophical and practical issues. *Journal of Community and Applied Social Psychology, 17,* 258-267.

Foster-Fishman, P., Salem, D.A., Chibnall, S., Legler, R., & Yapachai, C. (1998). Empirical support the critical assumptions of empowerment theory. *American Journal of Community Psychology, 26*, 507-536.

Foucault, M. (1972). *Power/knowledge: Selected interviews and other writings, 1972-1977* (Colin Gordon, Ed.). New York: Pantheon.

Gruber, J., & Trickett, E.J. (1987). Can we empower others? The paradox of empowerment in the governing of an alternative public school. *American Journal of Community Psychology, 15*, 353-371.

Lord, J., & Dufort, F. (Eds.).(1996). Power, oppression, and mental health [Special issue]. *Canadian Journal of Community Mental Health, 15*(2).

Lord, J., & Hutchison, P. (1993). The process of empowerment: Implications for theory and practice. *Canadian Journal of Community Mental Health, 12*(1), 5-22.

Martin-Baro, I. (1994). *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press. (Chapter 4, pp. 47-67)

Maton, K.I. (2008). Empowering community settings: Agents of individual development, community betterment, and positive social change. *American Journal of Community Psychology, 41*, 4-21.

Maton, K.I., & Salem, D. (1995). Organizational characteristics of empowering community settings. *American Journal of Community Psychology, 28,* 25-58.

Newbrough, J.R., Speer, P.W., & Lorion, R.P. (Eds.). (2008). The assessment of power through psychopolitical validity [Special issue]. *Journal of Community Psychology, 36*(2).

Prilleltensky, I. (1994). Empowerment in mainstream psychology: Legitimacy, obstacles, and possibilities. *Canadian Psychology, 35*, 358-374.

Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology, 36,* 116-136.

Rabinow, P. (Ed.). (1984). *The Foucault reader.* New York: Pantheon.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology, 15*, 121-148.

Rappaport, J. (1995). Empowerment meets narrative: Listening to stories and creating settings. *American Journal of Community Psychology, 23*, 795-807.

Serrano-Garcia, I., & Bond, M.A. (Eds.). (1994). Empowering the silent ranks [Special issue]. *American Journal of Community Psychology, 22*(4).

Smith, D.E. (1990). *The conceptual practices of power: A feminist sociology of knowledge.* Toronto: University of Toronto Press.

Speer, P.W., & Hughey, J. (1995). Community organizing: An ecological route to empowerment and power. *American Journal of Community Psychology, 23,* 729-748.

Speer, P.W., & Hughey, J. (1996). Mechanisms of empowerment: Psychological processes for members of power-based community organizations. *Journal of Community and Applied Social Psychology, 6,* 177-187.

Speer, P.W., Hughey, J., Gensheimer, L.K., & Adams-Leavitt, W. (1995). Organizing for power: A comparative case study. *Journal of Community Psychology, 23,* 57-73.

Swift, C., & Levin, G. (1987). Empowerment: An emerging mental health technology. *Journal of Primary Prevention, 8*(1&2), 71-94.

Wandersman, A., & Florin, P. (2000). Citizen participation and community organizations. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 247-272). New York: Kluwer Academic/Plenum.

Wandersman, A., & Florin, P. (Eds.). (1990). Citizen participation, voluntary organizations, and community development: Insights for empowerment through research [Special section]. *American Journal of Community Psychology, 18*(1).

Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). New York: Kluwer Academic/Plenum.

Zimmerman, M. A., & Perkins, D.D. (Eds.). (1995). Empowerment theory, research, and application [Special issue]. *American Journal of Community Psychology, 23*(5).

Week 6 (October 16)

Common Readings

Davidson, B. (1996). The benefits of community development at Langs Farm Village Association. *Journal of Leisurability, 23*(1), 1-7.

Nelson, G., Bennett, E. M., Dudeck, J., & Mason, R. V. (1982). Resource exchange: A case study. *Canadian Journal of Community Mental Health, 1*(2), 55-63.

Week 7 (October 23) – Ecology and Environments

Common Readings

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

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*, 513-531.

Felner, R.D., & Adan, A.M. (1988). The school transitional environment project: An ecological intervention and evaluation. In R.H. Price, E.L. Cowen, R.P. Lorion, & J. Ramos-McKay (Eds.), *Fourteen ounces of prevention: A casebook for practitioners* (pp. 111-122). Washington, D.C.: American Psychological Association.

Linney, J.A. (2000). Assessing ecological constructs and community context. In J. Rappaport & E. Seidman (Eds.). (2000). *Handbook of community psychology* (pp. 647-668). New York: Kluwer Academic/Plenum Publishers.

Moos, R.H. (2002). The mystery of human context and coping: An unraveling of clues. *American Journal of Community Psychology, 30*, 67-88.

Trickett, E.J. (1984). Toward a distinctive community psychology: An ecological metaphor for the conduct of research and the nature of training. *American Journal of Community Psychology, 12*, 261-275.

Other Readings

Kelly, J. G. (1986). An ecological paradigm: Defining mental health consultation as preventive service. *Prevention in Human Services, 4*(3/4), 1-36.

Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin, 126,* 309-337.

Leventhal, T., & Brooks-Gunn, J. (2003). Children and youth in neighborhood contexts. *Current Directions in Psychological Science, 12,* 27-31.

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Perkins, D.V., Burns, T.F., Perry, J.C., & Nielsen, K.P. (1988). Behavior setting theory and community psychology: An analysis and critique. *Journal of Community Psychology, 16,* 355-372.

Ryerson Espino, S.L., & Trickett, E.J. (2008). The spirit of ecological inquiry and intervention research reports: A heuristic elaboration. *American Journal of Community Psychology, 42,* 60-78.

Shinn, M. (Ed.). (1996). Ecological assessment [Special issue]. *American Journal of Community Psychology, 24*(1).

Shinn, M., & Toohey, S.M. (2003). Community contexts of human welfare. *Annual Review of Psychology, 54*, 427-459.

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Trickett, E.J. (1986). Consultation as a preventive intervention: Comments on ecologically based case studies. *Prevention in Human Services, 4*(3/4), 187-204.

Trickett, E.J., Barone, C., & Watts, R. (2000). Contextual influences in mental health consultation: Toward an ecological perspective on radiating change. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 303-330). New York: Kluwer Academic/Plenum.

Week 8 (October 30) - Community Mental Health

Common Readings

N & P, Ch. 21

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

Nelson, G., Lord, J., & Ochocka, J. (2001). *Shifting the paradigm in community mental health: Towards empowerment and community*. Toronto: University of Toronto Press. (Chapters 1 & 2, pp. 3-36)

Other Readings

Benjafield, J.G., & Boudreau, F. (Eds.). (2000). Canadian community mental health: Our past, our future [Special issue]. *Canadian Journal of Community Mental Health, 19*(2).

Carling, P.J. (1995). *Return to community: Building support systems for people with severe psychiatric disabilities*. New York: The Guilford Press.

Davidson, L., O'Connell, M.J., Tondora, J., Lawless, M., & Evans, A.C. (2005). Recovery in serious mental illness: A new wine or just a new bottle? *Professional Psychology: Research and Practice, 36,* 480-487.

Deegan, P. (1988). Recovery: The lived experience of rehabilitation. *Psychosocial Rehabilitation Journal, 11*(4), 11-19.

Kirby, M.J.L., & Keon, W.J. (2006). *Out of the shadows at last: Transforming mental health, mental illness, and addiction services in Canada*. Ottawa: The Standing Senate Committee on Social Affairs, Science and Technology.

Lurie, S., McCubbin, M., & Dallaire, B. (Eds.). (2002). Innovation in community mental health: International perspectives. *Canadian Journal of Community Mental Health, 21*(2).

Nelson, G. (2006). Mental health policy in Canada. In A. Westhues (Ed.), *Canadian social policy: Issues and perspectives* (4th Ed., pp. 245-266). Waterloo: Wilfrid Laurier University Press.

Onken, S.J., Craig, C.M., Ridgway, P., Ralph, R.O., & Cook, J.A. (2007). An analysis of the definitions and elements of recovery: A review of the literature. *Psychiatric Rehabilitation Journal, 31,* 9-22.

Pomeroy, E., Trainor, J., & Pape, B. (2002). Citizens shaping policy: The Canadian Mental Health Association's framework for support project. *Canadian Psychology, 43*, 11-20.

Ralph, R.O., & Corrigan, P.W. (Eds.). (2005). *Recovery in mental illness: Broadening our understanding of wellness.* Washington, DC: American Psychological Association.

Salyers, M.P., & Tsemberis, S. (2007). ACT and recovery: Integrating evidence-based practice and recovery orientation in Assertive Community Treatment Teams. *Community Mental Health Journal, 43,* 619-641.

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Trainor, J., & Tremblay, J. (1992). Consumer/survivor businesses in Ontario: Challenging the rehabilitation model. *Canadian Journal of Community Mental Health, 11*(2), 65-71.

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

Common Readings

Dohrenwend, B.S. (1978). Social stress and community psychology. *American Journal of Community Psychology, 5*, 1-14.

Humphreys, K., Finney, J.W., & Moos, R.H. (1994). Applying a stress and coping framework to research on mutual help organizations. *Journal of Community Psychology, 22,* 312-327.

Levine, M., Perkins, D.V., & Perkins, D.D. (2005). *Principles of community psychology: Perspectives and applications.* New York: Oxford University Press. (Chapter 9 – Self-help Groups, pp. 326-365)

Other Readings

Barrera, M. (2000). Social support research and community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 215-245). New York: Kluwer Academic.

Borkmann, T.J. (Ed.). (1991). Self-help groups [Special issue]. *American Journal of Community Psychology, 19*(5).

Cohen, S., Gottlieb, B.H., & Underwood, L.G. (2000). Social relationships and health. In S. Cohen, L.G. Underwood, & B.H. Gottlieb (Eds.), *Social support measurement and intervention* (pp. 3-25). New York: Oxford University Press.

Constantino, V., & Nelson, G. (1995). Changing relationships between self-help groups and mental health professionals: Shifting ideology and power. *Canadian Journal of Community Mental Health, 14*(2), 55-73.

Gottlieb, B.H. (Ed.). (1981). *Social networks and social support*. Beverly Hills, CA: Sage.

Gottlieb, B.H. (1983). *Social support strategies: Guidelines for mental health practice*. Beverly Hills, CA: Sage.

Gottlieb, B.H. (2000). Self-help, mutual aid, and support groups among the elderly. *Canadian Journal on Aging, 19* (Supplement 1), 58-74.

Humphreys, K., & Rappaport, J. (1994). Researching self-help/mutual aid groups and organizations: Many roads, one journey. *Applied and Preventive Psychology, 3,* 217-231.

Isenberg, D.H., Loomis, C., Humphreys, K., & Maton, K.I. (2004). Self-help research: Issues of power sharing. In L.A. Jason, C.B. Keys, Y. Suarez-Balcazar, R.R. Taylor, M. Gatz, J.A. Durlak, & D.H. Isenberg (Eds.), *Participatory community research: Theories and methods in action.* Washington, D.C.: American Psychological Association.

Janzen, R., Nelson, G., Hausfather, N., & Ochocka, J. (2007). Capturing system level activities and impacts of mental health consumer-run organizations. *American Journal of Community Psychology, 39*, 287-299.

Janzen, R., Nelson, G., Trainor, J. & Ochocka, J. (2006). A longitudinal study of mental health consumer/survivor initiatives: Part IV – Benefits beyond the self? A quantitative and qualitative study of system-level activities and impacts. *Journal of Community Psychology, 34*, 285-303.

Katz, A.H., & Bender, E.I. (Eds.).(1990). *Helping one another: Self-help groups in a changing world*. Oakland, CA: Third Party Publishing Co.

Katz, A.H., et al. (1992). *Self-help: Concepts and applications*. Philadelphia: The Charles Press.

Kyrouz, E.M., Humphreys, K., & Loomis, C. (2003). A review of the effectiveness of self-help mutual aid groups. In B. J. White & E. J. Madara (Eds.), *A review of research on the effectiveness of self-help mutual aid groups* (7th ed., pp. 71-86). Cedar Knolls, NJ: American Self-Help Clearinghouse.

Lavoie, F., Borkman, T., & Gidron, B. (Eds.). (1995a). Self-help and mutual aid groups: International and multicultural perspectives, Part I [Special issue]. *Prevention in Human Services, 11*(1).

Lavoie, F., Borkman, T., & Gidron, B. (Eds.). (1995b). Self-help and mutual aid groups: International and multicultural perspectives, Part II [Special issue]. *Prevention in Human Services, 11*(2).

Lavoie, F., & Stewart, M. (1995). Mutual-aid groups and support groups [Special issue]. *Canadian Journal of Community Mental Health, 14*(2).

Levy, L.H. (2000). Self-help groups. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 591-613). New York: Kluwer Academic/Plenum.

Madara, E.J. (1990). Maximizing the potential for community self-help through clearinghouse approaches. *Prevention in Human Services, 7*, 109-138.

Nelson, G., Janzen, R., Trainor, J., & Ochocka, J. (2008). Putting values into practice: Public policy and the the future of mental health consumer-run organizations. *American Journal of Community Psychology, 42*, 192-201.

Nelson, G., Ochocka, J., Griffin, K., & Lord, J. (1998). "Nothing about me, without me": Participatory action research with self-help/mutual aid organizations for psychiatric consumer/ survivors. *American Journal of Community Psychology, 26*, 881-912.

Nelson, G., Ochocka, J., Janzen, R., & Trainor, J. (2006a). A longitudinal study of mental health consumer/survivor initiatives: Part I – Literature review and overview of the study. *Journal of Community Psychology, 34*, 247-260.

Nelson, G., Ochocka, J., Janzen, R., & Trainor, J. (2006b). A longitudinal study of mental health consumer/survivor initiatives: Part II – A quantitative study of impacts of participation on new members. *Journal of Community Psychology, 34*, 261-272.

Nelson, G., Ochocka, J., Janzen, R., Trainor, J., Goering, P., & Lomotey, J. (2007). A longitudinal study of mental health consumer/survivor initiatives: Part V – Outcomes at three-year follow-up. *Journal of Community Psychology, 35,* 655-665.

Ochocka, J., Nelson, G., Janzen, R., & Trainor, J. (2006). A longitudinal study of mental health consumer/survivor initiatives: Part III – A qualitative study of impacts of participation on new members. *Journal of Community Psychology, 34*, 273-283.

Olson, B.D., Jason, L.A., Ferrari, J.R., & Hutcheson, T.D. (2005). Bridging professional and mutual-help: An application of the transtheoretical model to the mutual-help organization. *Applied and Preventive Psychology, 11,* 167-178.

Powell, T.J. (Ed.).(1990). *Working with self-help*. Silver Spring, MD: National Association of Social Workers Press.

Romeder, J.M., et al.(1990). *The self-help way: Mutual aid and health*. Ottawa: Canadian Council on Social Development.

Sandler, I., Gensheimer, L., & Braver, S. (2000). Stress: Theory, research, and action. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 187-213). New York: Kluwer Academic/Plenum.

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

Rappaport, J., & Seidman, E. (Eds.).(2000). *Handbook of community psychology*. New York: Kluwer Academic.

Annual Review Series

Bloom, B.L. (1980). Social and community interventions. *Annual Review of Psychology, 31*, 111-142.

Cowen, E.L. (1973). Social and community interventions. *Annual Review of Psychology, 24*, 423-472.

Gesten, E.L., & Jason, L.A. (1987). Social and community interventions. *Annual Review of Psychology, 38*, 427-460.

Heller, K. (1990). Social and community interventions. *Annual Review of Psychology, 41*, 141-168.

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Kelly, J.G., Snowdon, L.R., & Muñoz, R.F. (1977). Social and community interventions. *Annual Review of Psychology, 28*, 323-361.

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Reppucci, N.D., Woolard, J.L., & Fried, C.S. (1999). Social, community and preventive interventions. *Annual Review of Psychology, 50*, 387-418.

Shinn, M., & Tooey, S.M. (2003). Community contexts of human welfare. *Annual Review of Psychology, 54*, 427-459.

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:

Please refer to the Undergraduate Academic Calendar - Academic Dates 2008-2009 – For details of course add/drop dates, etc. http://www.wlu.ca/calendars/dates.php?cal=1&y=33

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.