

# PS282: Community Psychology

## Winter, 2006

**Class hours:** Mondays and Wednesdays, 4:00PM-5:20PM  
**Class location:** N1001, Science Building

**Instructor:** Dr. C. Loomis, Assistant Professor of Psychology  
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**Telephone ext:** 2858  
**Email address:** [cloomis@wlu.ca](mailto:cloomis@wlu.ca)  
**Office hours:** Wednesdays, 10:00AM - 12:00PM, or by appointment

**Placement Supervisor:** Paul Davock, M.A., Psychology Academic Staff  
**Office:** N2013, Science Building  
**Telephone ext:** 3088  
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**Teaching Assistant:** Julian Hasford, MHSc. (Student in WLU Community Psychology doctoral program)  
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### Course Design:

This syllabus was designed for a course with enrolment up to 150 students in the second year undergraduate university studies in Ontario, Canada.

### Course Text:

Dalton, J., M. Elias, and A. Wandersman. (2001). *Community Psychology: Linking Individuals and Communities*. Palgrave: United Kingdom.

### Course Description:

PS282 is an introduction to both conceptual and an experiential understanding of issues and topics in community psychology. Topics include: the history of community psychology; stress and social support; oppression and social intervention; primary prevention and health promotion; self-help; mediating structures; community mental health; alternative settings; organizational change; community organization and community development. The course includes a community service learning component.

Prerequisite: [PS100\\*](#). Exclusion: PS223, PS233

### Contacting the Instructor:

For urgent issues call me (ext. 2858), or contact the Psychology Office (ext. 3665).

For non-urgent issues email me. Please begin the "Subject" heading with "PS282:" and a description of the email content. Due to email viruses, messages with blank or suspicious Subject headings may not be delivered or opened.

## Course Objectives:

The objectives for this course are:

- to create settings and opportunities for students to work directly in the local community
- to provide an understanding of what CP is and how it compares to other sub-disciplines of psychology and other social sciences
- to develop students' knowledge of CP history and theories
- to link theories to practices through exemplary research
- to foster students' ability to integrate theoretical frameworks into their own practice
- to increase students' critical thinking skills
- to increase students' ability to ask interesting and relevant questions that elaborate concepts and ideas
- to engage students in learning

## Course Process and Expectations:

In order to achieve the course objectives, you must engage in the various learning activities and environments of the course. Some in-class time will be spent on discussion, large and small group-work, and problem-solving in community psychology. Your participation is paramount for success in the course.

This course requires completion of a community service-learning placement. The placement involves experience during the term with a local community organization. Ideal placement time will be 2 hours a week for 10 weeks, totalling 20 hours for the term. You are encouraged to write a weekly personal journal entry that reflects how material learned from the textbook and lectures relates to your service-learning experiences. Your personal journal will be helpful when preparing for tests and in writing Assignments 1 and 2. Personal journals will not be collected or graded directly, but will enhance the quality of detail and depth you can provide in the assignments so will indirectly affect your grade. Community service-learning experiences and readings will be a part of in-class work. Please bring your textbook to every class as we will be using it for illustrations, exercises, and group work.

## Overview of Evaluation and Marks:

Your mark will be based on two non-cumulative tests, a reflection paper, a research paper (that integrates your community service-learning reflections), and a cumulative final exam. Assignment guidelines are outlined on the following pages.

Requirement	Grade %	Date Due
Test #1 (Chapters 1, 2, 5, 6)*	15%	Feb. 1
Test #2 (Chapters 7, 8, 12, 13)*	20%	March 15
Assignment #1 - Reflection Paper**	5%	March 8 <sup>th</sup>
Assignment #2 - Research Paper**	25%	March 22
Final Exam (Chapters 1, 2, 5-8, 9-13)	35%	T. B. A.

\*All test questions will be in multiple choice and true/false format.

**\*\*Please note that 2% will be deducted for every day your paper is late, unless you have a valid reason (e.g. illness) with proper documentation (e.g. doctor's note). Papers more than five days late without proper documentation will not be accepted.**

## 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 school year is December 8 - 22, 2005 for Fall Term, and April 6 - 27, 2006 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 regarding Deferred Examinations, please refer to *Examinations: Deferred* in the 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. For additional information regarding Academic Misconduct, please refer to *Academic and Research Misconduct* in the 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.

### Accessible Learning (Special Needs):

Students with disabilities or special needs are advised to contact Laurier's Accessible Learning (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* at the front of the Undergraduate Academic Calendar.

**Foot Patrol:** 886-FOOT (886-3668) or ext. 3668



## Course Schedule

M: Monday, W: Wednesday

Week	Dates	Class Agenda	Readings
1	W, Jan 4	<ul style="list-style-type: none"> <li>What is Community Psychology?</li> <li>Field Placement: Introduction (<i>Paul Davock, 45 minutes</i>)</li> </ul>	Chapter 1
2	M, Jan 9	<ul style="list-style-type: none"> <li>History of Community Psychology</li> </ul>	Chapter 2
	W, Jan 11	<ul style="list-style-type: none"> <li>History of Community Psychology (cont.)</li> <li>Film: Exemplars of Community Psychology</li> </ul>	
3	M, Jan 16	<ul style="list-style-type: none"> <li>Ecology</li> </ul>	Chapter 5
	W, Jan 18	<ul style="list-style-type: none"> <li>Ecology (cont.)</li> </ul>	
4	M, Jan 23	<ul style="list-style-type: none"> <li>Human Diversity</li> </ul>	Chapter 6
	W, Jan 25	<ul style="list-style-type: none"> <li>Human Diversity (cont.)</li> <li>Film: <i>Hollow Water</i></li> </ul>	
5	M, Jan 30	<ul style="list-style-type: none"> <li>Issues in CP Practice: Immigration and Youth (<i>Rick Janzen, Centre for Research and Education in Human Services, 60 minutes</i>)</li> <li>Field Placement: Entry Follow-up (<i>Paul Davock, 20 minutes</i>)</li> </ul>	
	W, Feb 1	<ul style="list-style-type: none"> <li><b>Test #1 (Chapters 1, 2, 5, 6)</b></li> </ul>	
6	M, Feb 6	<ul style="list-style-type: none"> <li>Sense of Community</li> </ul>	Chapter 7
	W, Feb 8	<ul style="list-style-type: none"> <li>Sense of Community (cont.)</li> </ul>	
7	M, Feb 13	<ul style="list-style-type: none"> <li>Coping and Social Support</li> </ul>	Chapter 8
	W, Feb 15	<ul style="list-style-type: none"> <li>Coping and Social Support (cont.)</li> <li><b>Reflection Paper Due</b></li> </ul>	
Feb 20-26		Reading Week	
8	M, Feb 27	<ul style="list-style-type: none"> <li>Citizen Participation and Empowerment</li> </ul>	Chapter 12
	W, Mar 1	<ul style="list-style-type: none"> <li>Citizen Participation and Empowerment (cont.)</li> <li>Film: Underlying Threat</li> </ul>	
9	M, Mar 6	<ul style="list-style-type: none"> <li>Community and Social Change</li> </ul>	Chapter 13
	W, Mar 8	<ul style="list-style-type: none"> <li>Community and Social Change (cont.)</li> </ul>	
10	M, Mar 13	<ul style="list-style-type: none"> <li>Field Placement: Integrating Theory &amp; Practice and Closure (<i>Paul Davock</i>)</li> </ul>	Field Placement Journal
	W, Mar 15	<ul style="list-style-type: none"> <li><b>Test # 2 (Chapters 7, 8, 12, 13)</b></li> </ul>	
11	M, Mar 20	<ul style="list-style-type: none"> <li>Prevention and Promotion I: Key Concepts</li> </ul>	Chapter 9
	W, Mar 22	<ul style="list-style-type: none"> <li>Prevention and Promotion I: Key Concepts (cont.)</li> <li>Film: From Madhouse to Our House</li> <li><b>Research Paper Due: Submit at Psychology Office before 3:30pm</b></li> </ul>	
12	M, Mar 27	<ul style="list-style-type: none"> <li>Prevention and Promotion II: Applications</li> </ul>	Chapter 10
	W, Mar 29	<ul style="list-style-type: none"> <li>Prevention and Promotion II: Applications (cont.)</li> <li>Issues in CP Practice: Minority Schooling (<i>Julian Hasford, 40 minutes</i>)</li> </ul>	
13	M, Apr 3	<ul style="list-style-type: none"> <li>Prevention and Promotion III: Implementing Programs</li> </ul>	Chapter 11
	TBA	<b>Final Exam</b>	

## ASSIGNMENT #1 GUIDELINES: Reflection Paper

### Description:

This short paper is intended for you to reflect upon and analyze your community service-learning experience. Your paper should include the following reflections:

- 1) A brief description of the your placement site organization (it's goals, targets, activities), and your role during the placement
- 2) Discussion on community psychology values and concepts that are relevant to your placement
- 3) Reflections on challenges you have faced personally or that the organization is facing (or has faced)

### Format & Style:

Reflection paper guidelines:

- Title page with the following four items
  1. title of your reflection (think of title that captures your experiences & community psychology concepts that you discuss)
  2. your name
  3. course name (PS282 Community Psychology)
  4. instructor's name (Dr. C. Loomis)
- The length of the assignment should be 2-3 double-spaced, typed pages
- Format the document with the page number in the upper right hand corner, 1 inch margins, using Times New Roman 12-point font
- Staple the document (NO folder, No notebook)

You are required to use APA (American Psychological Association) format, 5<sup>th</sup> Edition (2001), when citing the textbook or other sources (e.g., an organization's website, or a journal article). The library has a copy of the Style Manual. If you are not sure how to reference a source, look in your textbook for examples or get in touch with me or the TA for some assistance. This format includes providing a "Reference" page. You must cite the textbook where appropriate. You are not required to use additional sources (i.e., you do not have to look up community psychology research journal articles). Concerning the "voice" of writing style, you may write in the first-person voice (e.g., In my placement, I have noticed . . . ).

You are expected to write a clear, well-organized paper using proper grammar. Also, proofread your papers and/or ask someone else to read your papers, check for errors and give you feedback. If you are unsure about how to approach the assignment or have any questions please get in touch with us. If you would like feedback or help from the Writing Centre, please remember that you will need to make an appointment well in advance of the assignment due date.

**Marking Guidelines:** Clarity and grammar count, so I encourage you to edit your work thoroughly.

Five points (5): Covers all of the following points

1. demonstrating mastery (i.e., understanding and synthesis) of CP concepts & values covered to-date in the course
2. fully integrating these concepts with practice
3. thoroughly describing CSL setting
4. critically reflecting on CSL experience

Four points (4): Covers all of the following points

1. demonstrating understanding of CP concepts & values covered to-date in the course
2. integrating these concepts with practice
3. describing CSL setting
4. reflecting on CSL experience

Three points (3): Covers three of the points listed in "Four Points" above.

Two points (2): Covers two of the points listed in "Four Points" above.

One point (1): Covers one of the points listed in "Four Points" above.

Zero points (0): did not turn in paper, or turned in paper without anything relevant

## ASSIGNMENT #2 GUIDELINES: Research Paper

(Adapted from guidelines developed by Dr. Geoff Nelson)

### Description:

The purpose of the paper is to study a community phenomenon from the framework of community psychology and to relate it to your community service learning placement. You can choose any community problem or social issue that is of interest to you (e.g., environmental issues, school dropout, child abuse, youth suicide, homelessness, problems of native people, etc.). You will need to do a literature search and include at least three original sources (other than the textbook). In your paper, you should accomplish three objectives:

- 1) Analyze the problem based on the concepts and values of community psychology (e.g., ecology, empowerment);
- 2) Propose an intervention that addresses the major problems identified in the analysis,
- 3) Reflect on how community psychology issues, concepts and values raised in your paper relate to your community service-learning placement (This should be included in an appendix to your paper, ~2pgs)

### Format & Style:

Research papers should follow these guidelines:

- The paper should be in APA style, 5<sup>th</sup> Edition
- 7 -9 double-spaced typed pages (not including title page, references, appendices)
- 1 inch margins, Times New Roman 12-point font
- Stapled (NO folder, NO notebook)
- you must submit a paper copy of all the original sources used (binder clips will be made available to you in class so you may attach these sources to a stapled copy of your paper)

“APA Style” is the writing style specified by the American Psychological Association. This style of writing is widely used in psychological publications around the world. For more information see the Publication Manual of the American Psychological Association 5<sup>th</sup> Edition (2001). The library has a copy. Also, there are reference copies available for brief lending periods in the psychology department office. For a brief online guide see Dr. Keith Horton’s website: <http://info.wlu.ca/~wwwpsych/horton/horton.html> (click on the “APA Format” link).

Be clear, give detailed examples, and make sure it is apparent when you use terminology that include an understanding of what the word/concept means. You **must** reference any sources that you use (websites included). **Remember, not crediting sources or “lifting” material from the textbook or somewhere else and presenting it as your own constitutes plagiarism.** If you are not sure how to reference a source, look in your textbook for examples or get in touch with the TA for some assistance. Also, proofread your papers and/or ask someone else (other than the instructor or TA) to read your paper, check for errors and give you feedback. If you are unsure about how to approach the assignment or have any questions contact us. Remember to use the resources at the WLU Writing Centre.

### Evaluation:

Assessment Items	Assigned Marks
Problem analysis: a. Relevant community psychology theory and concepts b. Research base - summary of research findings related to theory and concepts, including criticisms and limitations of the research	35
Intervention strategies: a. Relevant community psychology theory and concepts b. Relevant research	30
Reflection:	10
Overall presentation: Organization, grammar, clarity of expression, writing style, appropriate reference format	15
Innovation: Integration of theory, research, and practice, novelty of ideas, recommendations for future research and action	10
TOTAL	100

**Please note that 2% will be deducted for every day your paper is late, unless you have a valid reason (e.g. illness) with proper documentation (e.g. doctor’s note). Papers more than five days late without proper documentation will not be accepted.**