Syllabus

Community Psychology (Course PSY8350) Fall, 2002

Professor: Paul A. Toro

Text: Dalton, J.H., Elias, M.J., & Wandersman, A. (2001). Community Psychology: Linking Individuals and Communities. Stamford, CT: Wadsworth.

This course will examine the discipline of community psychology. Readings will be from the text above, with a variety of supplementary required readings from other sources. There will also be a set of optional readings. These optional readings may be particularly useful in preparing written assignments. Readings on a particular topic should be read before the class dealing with that topic (see class schedule below). The text will be available at Marwil's and the University Bookstore. The set of supplementary readings and many of the optional readings will be made available for copying by interested students and will be kept in the instructor's research offices at 51 W. Warren.

Class time will be used to expand upon the reading material. The instructor will provide new material related to the readings, will highlight certain points in the readings, and will share his own experiences as a community psychologist. Some classes will involve demonstrations, films, and guest speakers from the community. Since material that goes beyond that in the readings will generally be provided in class, it is to the student's advantage to attend all classes. Students are encouraged to share their own relevant experiences and to raise questions in class.

Student Evaluation

I use the following approach to course evaluation because I prefer not to use exams as a motivator for your reading. A major purpose of the assignments is to ensure that you read the required material. Student evaluation will be based on three components:

(1) 8 Brief Commentaries (30% of grade). You are to prepare notes (1-2 double-spaced pages) about issues you would like to discuss in class. These notes may be about specific studies, questions about concepts, questions for the instructor, or issues you would like to have discussed in class. Please e-mail these to me or leave them in my Psychology Dept. mailbox at least 24 hours prior to the class session during which the topic is to be discussed (see Class Schedule and reading assignments below). We have a total of 13 classes (not counting the first). You must hand in at least 8 of these commentaries.

(2) 4 Essays (40% of grade). For each of the four major sections of the course (see Class Schedule below), you must prepare an essay (about 5-10 double-spaced pages) to demonstrate that you have read the required readings. You may integrate several of the readings, critique them, try your own formulation of the issues, develop a research idea, or apply the concepts to some problem currently of interest to you. Optional readings can be used as resources in these essays (as well as in the brief commentaries described above) to augment required readings and class material. If you don't see a ready integration of all material in a particular section, you can break your essay up into several parts. Each essay is due on the last class scheduled in the corresponding section. Students may

substitute one of the 4 essays with a brief (15-20 minute) class presentation on a relevant topic (which must be approved by the instructor in advance).

(3) Participation (30% of grade). Attendance and both the quantity and quality of contributions made in class discussions will count toward your grade. I will call on you from time to time to comment or to discuss a reading assigned for that day.

Class Schedule

Date	Topic	Readings
Section 1: Introduction, Historical Background, and Basic Perspectives		
9/5	Introduction & Defining the Field	Ch 1. Su 1
	History & Community Psychology	Ch 2, Op 3-4
9/12	Community Research	Ch. 3-4, Su 2, Op 1-2
9/19	Ecological Perspectives & Diversity (Essay 1 due)	Ch 5-7, Su 3-5, Op 5-8
Section 2: Stress, Coping, Social Support, and Mutual Help		
9/26	Stress & Coping	Ch 7-8, Su 6-7, Op 9-13
10/3	Community & Social Support	
10/10	Nonprofessional Help & Mutual Help Groups	Su 8-11, Op 18-28
10/17	" " (Essay 2 due)	Op 14-17
Section 3: Preventive Interventions		
10/24	Prevention & Health Promotion	Ch 9-11
10/31	" (Sylvie Lombardo, guest lecturer)	Su 12
11/7	No class (Dr. Toro out of town)	
11/14	Prevention & Health Promotion	Su 13-16
Section 4: Empowerment, Programs for the Marginal, Social Change, and Program Development		
11/21	Citizen Participation & Empowerment	Ch. 12
11/26	Programs for the Mentally Ill (Tues sched as Thurs)	Su 17-19, Op 30-33
12/5	Homelessness & Poverty	Su 20-22, Op 34-42
12/12	Social Change & Program Evaluation (Essay 4 due)	Ch 13-15, Su 23-25, Op 43

"Ch" in the schedule above refers to chapters in the text, "Su" to supplemental readings from the list below, and "Op" to optional readings from the second list below. The chapters and supplemental readings are required. This class schedule is subject to minor changes (to be announced in class).

Supplemental Readings

1 Suarez-Balcazar, Y., Davis, M., Ferrari, J., Nyden, P., Olson, B., Alvarez, J., Molloy, P., & Toro, P.A. (2003, in press). Fostering university-community partnerships: A framework and an exemplar. In L. Jason et al., Research in community psychology: Participatory methods. Washington DC: American Psychological Association.
2 Cowen, E. L. (1978). Some problems in community program evaluation research. Journal of Consulting and Clinical Psychology, 46, 792-805.
3 Toro, P. A., Trickett, E. J., Wall, D. D., & Salem, D. A. (1991). Homelessness in the United States: An ecological perspective. Special Issue on Homelessness, American Psychologist, 46, 1208-1218.
4 Moos, R. H. (2001). The mystery of human context and coping: An unraveling of clues. American Journal of Community Psychology, 30, 67-88.
5 Maton, K.I., Teti, D.M., Corns, K.M., Vieira-Baker, C.C., Lavine, J.R., Gouze, K R., & Keating, D.P. (1996). Cultural specificity of support sources, correlates and contexts: Three studies of African-American and Caucasian youth. American Journal of Community Psychology, 24, 551-587.
6 Sandler, I. (2001). Quality and ecology of adversity as common mechanisms of risk and resilience. American Journal of Community Psychology, 29, 19-55.
7 Pargament, K. I., Ensign, D. S., Falgout, K., Olsen, H., Reilly, B., Van Haisma, K., & Warren, R. (1990). God help me: Religious coping efforts as predictors of the outcomes to significant life events. American Journal of Community Psychology, 18, 793-824.
8 Rappaport, J., Seidman, E., Toro, P. A., McFadden, L. S., Reischl, T. M., Roberts, L. J., Salem, D. A., Stein, C. H., & Zimmerman, M. A. (1985). Finishing the unfinished business: Collaborative research with a mutual help organiztion. Social Policy, 15, 12-24.
9 Soloman, M., Pistrang, N., & Barker, C. (2001). The benefits of mutual support groups for parents of children with disabilities. American Journal of Community Psychology, 29, 113-132.
10 Barrera, M., Glasgow, R. E., McKay, H.G., Boles, S.M., & Feil, E.G. (2002). Do internet-based support interventions change perceptions of social support?: An experimental trial of approaches for supporting diabetes self-management. (2001). American Journal of Community Psychology, 30, 637-654.
11 Zimmerman, M.A., Bingenheimer, J.B., & Notaro, P.C. (2002). Natural mentors and adolescent resiliency: A study with urban youth. American Journal of Community Psychology, 18, 793-824.
12 (to come from Sylvie Lombardo)
13 Felner, R. D., & Adan, A. M. (1988). The School Transitional Environment Project: An ecological intervention and evaluation. In R. M. Price, E. L. Cowen, R. P. Lorion, & J. Ramos-McKay (Eds.). Fourteen ounces of prevention: A casebook for practitioners. Washington, DC: American Psychological Association.
14 Pedro-Carroll, J. L., Cowen, E. L., Hightower, A. D., & Guare, J. C. (1986). Preventive intervention with latency-aged children of divorce: A replication study. American Journal of Community Psychology, 14, 277-290.
15 Zigler, E., & Styfco, S. J. (1990). Head Start: Criticism in a constructive context. American Psychologist, 49, 127-132.
16 Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. American Journal of Community Psychology, 25, 115-152.

17 Kiesler, C.A. (1982). Mental hospitals and alternative care: Noninstitutionalization as potential public policy for mental patients. American Psychologist, 37, 349-360.
18 Bond, D. R., Witheridge, T. F., Dincin, J., Wasmer, D., Webb, J., & DeGraaf-Kaser, R. (1990). Assertive community treatment for frequent users of psychiatric hospitals in a large city: A controlled study. American Journal of Community Psychology, 18, 865-891.
19 Levine, M., Toro, P. A., & Perkins, D. V. (1993). Social and community interventions. Annual Review of Psychology, 44, 525-558.
20 Toro, P. A., & Warren, M. G. (1999). Homelessness in the United States: Policy considerations. In P. A. Toro (Ed.), Special Issue on Homelessness, Journal of Community Psychology, 27(2), 119-136.
21 Toro, P. A., Lombardo, S., & Yapchai, C. J. (2002). Preventing homelessness among children and adolescents. In T. Gullotta & M. Bloom (Eds.), Encyclopedia of Prevention and Health Promotion. New York: Kluwer/Plenum.
22 Toro, P. A. (1998). A community psychologist's role in policy on homelessness in two cities. The Community Psychologist, 31(1), 25-26.
23 Thomas, S. B., & Quinn, S. C. (1991). The Tuskegee syphilis study, 1932-1972: Implications for HIV education and AIDS risk education programs in the Black community. American Journal of Public Health, 81, 1498-1505.
24 Tyler, F. B., Pargament, K. I., & Gatz, M. (1983). The resource collaborator role: A model for interactions involving psychologists. American Psychologist, 38, 388-398.
25 Tebes, J.K., Kaufman, J.S., & Watts, R.J. (Eds.; 2002). System development and system change. The Community Psychologist, 35(2), 13-26.

Optional Readings

1 Tolan, P., Keys, C., Chertok, F., & Jason, L. (1990). Researching community psychology: Issues of theory and methods. Washington, DC: American Psychological Association.
*2 Moore, T., Cook, J., & Nation, M. (Eds.; 2002) Community psychology and clinical psychology: Successful integration, or strange bedfellows? The Community Psychologist, 35(3), 25-36.
3 Cook, T. D., & Campbell, D. T. (1979). Quasi-experimentation: Design & analysis issues for field settings. Boston: Houghton Mifflin.
4 Levine, M., & Levine, A. (1992). Helping children: A social history. New York: Oxford University Press.
5 Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.
*6 Vincent, T. A., & Trickett, E. J. (1983). Preventive intervention and the human context: Ecological approaches to environmental assessment and change. In R. D. Felner, L. A. Jason, J. N. Moritsugu, & S. S. Farber (Eds.), Preventive psychology: Theory, research and practice. New York: Pergamon.
7 Goffman, E. (1961). Asylums: Essays on the social situation of mental patients and other inmates. Garden City, NY: Anchor.
8 Szasz, T. S. (1961). The myth of mental illness. New York: Harper & Row.
*9 Wolchik, S. A., Reuhlman, L. S., Braver, S. L., Sandler, I. N. (1989). Social support of children of divorce: Direct and stress buffering effects. American Journal of Community Psychology, 17, 485-501.

*10 Emery, R. E. (1982). Interparental conflict and the children of discord and divorce. Psychological Bulletin, 92, 310-330.
11 Keefe, F. J., Caldwell, D. S., Queen, K. T., Gil, K. M., Martinez, S., Crisson, J. E., Ogden, W., & Nunley, J. (1987). Pain coping strategies in osteoarthritis patients. Journal of Consulting and Clinical Psychology, 55, 208-212.
12 Telch, C. F., & Telch, M. J.. (1986). Group coping skills instruction and supportive group therapy for cancer patients: A comparison of strategies. Journal of Consulting and Clinical Psychology, 54, 802-808.
*13 Kiernan, M., Toro, P. A., Rappaport, J., & Seidman, E. (1989). Economic predictors of mental health service utilization: A time-series analysis. American Journal of Community Psychology, 17, 801-820.
14 Price, R. M., Cowen, E. L., Lorion, R. P., & Ramos-McKay, J. (1988). Fourteen ounces of prevention: A casebook for practitioners. Washington, DC: American Psychological Association.
*15 Weissberg, R. P., Gesten, E. L., Carnrike, C. L., Toro, P. A., Rapkin, B. D., Davidson, E., & Cowen, E. L. (1981). Social problem-solving skills training: A competence-building intervention with second to fourth grade children. American Journal of Community Psychology, 9, 411-423.
*16 Garland, A. F., & Zigler, E. (1993). Adolescent suicide prevention: Current research and social policy implications. American Psychologist, 48, 169-185.
*17 D'Augelli, A. R., & Hershberger, S. L. (1993). Lesbian, Gay, and bisexual youth in community settings: Personal challenges and mental health problems. American Journal of Community Psychology, 21, 421-448.
*18 Cowen, E. L. (1982). Help is where you find it: Four informal helping groups. American Psychologist, 37, 385-395.
*19 Toro, P. A. (1986). A comparison of natural and professional help. American Journal of Community Psychology, 14, 147-159.
*20 Toro, P. A., Rapapport, J., & Seidman, E. (1987). Social climate comparison of mutual help and psychotherapy groups. Journal of Consulting and Clinical Psychology, 55, 430-431.
*21 Toro, P. A., Reischl, T. M., Zimmerman, M. A., Rappaport, J., Seidman, E., Luke, D. A., & Roberts, L. J. (1988). Professionals in mutual help groups: Impact on social climate and members' behavior. Journal of Consulting and Clinical Psychology, 56, 631-632.
*22 Roberts, L. J., Luke, D. A., Rappaport, J., Seidman, E., Toro, P. A., & Reischl, T. M. (1991). Charting uncharted terrain: A behavioral observation system for mutual help groups. American Journal of Community Psychology, 19, 715-737.
23 Reissman, F. (1965). The 'helper-therapy' principle. Social Work, 10, 27-32.
*24 Barrera, M., Jr. (1986). Distinctions between social support concepts, measures, and models. American Journal of Community Psychology, 14, 413-446.
*25 Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. Psychological Bulletin, 98, 310-357.
*26 Maton, K. I. (1988). Social support, organizational characteristics, psychological well-being, and group appraisal in three self-help populations. American Journal of Community Psychology, 16, 53-77.
*27 Levine, M. (1988). An analysis of mutual assistance. American Journal of Community Psychology, 16, 167-183.

*28 Bates, D., & Toro, P. A. (1999). Developing measures to assess social support among homeless and poor people. In P. A. Toro (Ed.), Special Issue on Homelessness, Journal of Community Psychology, 27(2), 137-156.
*29 Christenfeld, R., Toro, P. A., Brey, M., & Haveliwala, Y. A. (1985). Effects of community placement on chronic mental patients. American Journal of Community Psychology, 13, 125-138.
*30 Cohen, M., Anthony, W. A., & Farkas, M. (1991). Tertiary prevention: Psychiatric rehabilitation. In C. Hudson & A. Cox (Eds.), Dimensions of state mental health policy. New York: Praeger.
31 Falloon, I. R. H., Boyd, J. L., & McGill, C. W. (1984). Family care of schizophrenia: A problem-solving approach to the treatment of mental illness. New York: Guilford Press.
32 Rose, S. M., & Black, B. L. (1985). Advocacy and empowerment: Mental health care in the community. London: Routledge & Kegan Paul.
*33 Toro, P. A. (1990). Evaluating professionally operated and self-help programs for the seriously mentally ill. American Journal of Community Psychology, 18, 903-907.
*34 Toro, P. A., & McDonell, D. M. (1992). Beliefs, attitudes, and knowledge about homelessness: A survey of the general public. American Journal of Community Psychology, 20, 53-80.
*35 Lee, B. A., Link, B. G., & Toro, P. A. (1991). Images of the homeless: Public views and media messages. Housing Policy Debate, 2, 649-682.
*36 Passero Rabideau, J. M., & Toro, P. A. (1997). Social and environmental predictors of adjustment in homeless children. Journal of Prevention and Intervention in the Community, 15(2), 1-17.
*37 Toro, P. A., Bellavia, C., Daeschler, C., Owens, B., Wall, D. D., Passero, J. M., & Thomas, D. M. (1995). Distinguishing homelessness from poverty: A comparative study. Journal of Consulting and Clinical Psychology, 63, 280-289.
*38 Morse, G., Calsyn, R. J., Allen, G., Tempelhoff, B., & Smith, R. (1992). Experimental comparison of the effects of three treatment programs for homeless mentally ill people. Hospital and Community Psychiatry, 43, 1005-1010.
*39 Toro, P. A., Passero Rabideau, J. M., Bellavia, C. W., Daeschler, C. V., Wall, D. D., Thomas, D. M., & Smith, S. J. (1997). Evaluating an intervention for homeless persons: Results of a field experiment. Journal of Consulting and Clinical Psychology, 65, 476-484.
*40 Toro, P. A., Wolfe, S. M., Bellavia, C. W., Thomas, D. M., Rowland, L. L., Daeschler, C. V., & McCaskill, P. A. (1999). Obtaining representative samples of homeless persons: A two-city study. In P. A. Toro (Ed.), Special Issue on Homelessness, Journal of Community Psychology, 27(2), 157-178.
41 Rossi, P. H. (1989). Down and out in America: The origins of homelessness. Chicago: University of Chicago Press.
42 Jones, J. M., Levine, I. S., & Rosenberg, A. A. (1991). Special Issue: Homelessness. American Psychologist, 46, 1105-1264.
43 Levine, A. (1982). Love Canal: Science, politics, people. Lexington, MA: Lexington Books.

*These Optional Readings are available in the copy room at the instructor's research offices (rm. 3249 at 51 W, Warren).