

**PSYCHOLOGY 615  
COMMUNITY PRACTICUM I  
Fall, 2008**

**Instructors**

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**Class Time and Location:**

Monday, 9-11:50am, 232 King St., Room 224

**Course Description from the Graduate Calendar**

Under faculty supervision, students become involved in a variety of community settings in roles such as small group leader, consultant, program planner and evaluator, community developer or social change agent. The practicum seminar provides opportunities for mutual support and critical reflection upon these experiences. Case studies and role-plays are also used to build skills in community consultation.

**Course Objectives**

The vision of this course is to provide students with a safe environment which enables them to learn the practice of transformative and reflective action in partnership with community groups and organizations. Students will understand the role, functions, and responsibilities of a community psychologist working with community organizations. They will be able to build upon a set of action strategies and skills that will help them in this role and understand how to apply this appropriately for each phase of the consulting process. As students engage in transformative action they will be able to integrate their practical experience with community psychology research and theory and understand how all three inform each other.

Based on this vision the main objectives of the course are for students to:

1. Learn how to make transformative change work in and with community organizations,

2. Learn how to practice reflective action,
3. Obtain important action strategies and skills,
4. Learn how to integrate action, research, and theory (ART),
5. Develop a personal and professional identity as a community psychologist/social interventionist,
6. Experience in the course how the processes of community psychology and social intervention reflect the content of the field, and
7. Have an opportunity to develop a research topic for their thesis.

### **Roles and Class Format**

The training process resembles the typical process of a consulting relationship including pre-entry, contracting and entry, work phase, and termination and separation. Students will learn about important action strategies and skills through readings, instructions, modelling in class, as well as through their practical experience working with the community organizations. Each class will provide the opportunity to reflect upon the practicum experiences and the students' emotional and cognitive processing of those experiences. In addition, students will discuss how their action can be informed by research and theory and vice versa. Thus, the basic structure of a typical class will look like this:

1. Preparation for the class (Pre-Entry)
2. Check-in and reflection upon students' experiences (Entry)
3. Agreement on session objectives and agenda (Contracting)
4. Action, Research, Training (ART) integration (Work Phase I)
5. Action strategies and skills (Work Phase II)
6. Summing up and group feedback for session facilitator and session overall (Separation and Termination)

We will use an adult education model, emphasizing student participation in the course. Students will have choice over the selection of their practicum settings and over action strategies and skill sets covered in the two practicum courses (PS 615 and PS 625). There will be a great deal of time for class discussion, class exercises and role-playing in a context of mutual respect, active listening, and support.

Both practicum courses will be team taught by Manuel and Geoff. We see our role as instructors as providing a safe, supportive, and challenging environment for the development of your skills in community action and transformative social intervention. Typically, we will meet every week for a three-hour class session. However, we may decide some weeks to schedule meetings between individual students and their academic practicum supervisor (Manuel or Geoff), and thus decide to have a shorter class session. We see the students' role in the class sessions as being responsible for:

1. Attending class (please let us know by phone or email if you will not be able to attend due to illness or some other unexpected event),
2. Coming to class prepared (having done the readings, reflecting on the

- readings, being prepared to make seminar presentations),
3. 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 course*),
  4. Actively participating in class discussions (asking questions related to the material, answering questions, contributing to discussions, sharing your experiences in the settings, connecting your practicum experiences with theory and research in community psychology), and
  5. Supporting your peers (e.g., providing useful feedback to other students when they discuss their practicum settings experiences, demonstrating a supportive attitude toward other students).

## Readings

There is a course package of readings that you can purchase from the bookstore. Other articles will be handed out, will be available on WebCT, or you can obtain them from the Laurier library (most articles are on-line).

## Settings and Supervision

The goal of the practicum placement is to provide you with an opportunity to be involved in and learn about transformative community-based action. The placements that we pre-selected were specifically chosen to provide you with that kind of experience. We will provide you with a list describing potential practicum settings during the first class, and we will discuss these potential placements with you during the second class. Following the second class, you are expected to make contact with one or more settings to determine if there is a mutual fit between your needs, interests, and goals and those of the setting. You should begin your work in a practicum setting *no later than six weeks into the semester*. Normally, the practicum setting that you select should be one that you will be involved with for both terms. However, if it is determined at the end of term meeting with your academic practicum supervisor and site supervisor that the setting is not meeting the goals of the student or the setting, a different setting can be selected for the second term.

The practicum student, the potential supervisor from within the setting, and Manuel or Geoff will meet after the initial contact to discuss the suitability of the practicum and possible practicum tasks. For each student, there will be an academic practicum supervisor (Manuel or Geoff) and a site supervisor. Half the students will be supervised by Manuel and half by Geoff. We see the site supervisor as generally being responsible for supervising the day-to-day work activities of the student in the setting, providing space and resources, and linking the student with other relevant key stakeholders. The academic supervisor is responsible for providing the guidance, support, and feedback necessary to help the student frame intervention in terms of transformative change, reflect upon experiences and relate them to the student's emerging identity as a community psychologist, learn action skills and strategies, integrate community psychology action, research, and theory, and achieve her or his personal learning objectives.

## **Ethics Review**

Wilfrid Laurier University operates under the Tri-Council Policy on Ethical Conduct for Research with Humans. You will get specific training on the ethical review process in your research methods class, PS 606. One part of this process may apply to your practicum. The following is the statement from the Research Ethics Board (REB) on Practicum involvement:

*If a student is conducting research on a practicum that involves human participants (questionnaires, needs studies, focus groups, etc.) and is part of an ongoing project at that practicum placement, this is the work of the agency and does not need to be ethically reviewed by the Research Ethics Board for graduate students or by the departmental ethics review committee for undergraduate students. If the student is the primary person involved in the development and implementation of some research that involves human participants at the practicum setting, then it is mandatory to complete the WLU ethical review process.*

You can ask us about what will be involved in the review. If necessary, we will have a special session to describe the review process.

## **Requirements and Evaluation**

We expect students to spend, on average, one day per week in their practicum settings for both PS 615 and PS 625 (100 hours per term, 200 hours total). We expect that you will be in the same setting both terms. The course will be evaluated on a *pass/fail basis*. To obtain a passing mark, students must complete the following by the end of the first semester:

- At least 50 hours in their setting.
- A practicum contract with the setting signed by the student, the setting supervisor and the supervising instructor, to be handed in no later than October 27<sup>th</sup>. Guidelines for this contract will be developed in the class on consultation and contract writing.
- A brief presentation in class at least every 2 weeks updating on work activities, critical events, and learning opportunities in your practicum setting.
- Meet with Manuel or Geoff individually to discuss your practicum.
- Meet with either Manuel or Geoff and your practicum supervisor to review the placement and contract.
- Attend at least 80% of the class sessions.
- A journal about the work including a log of hours: this journal ideally will critically reflect upon the agreed upon tasks, your role, issues as they emerge, and values of community practice. This journal will form the basis of the interim and final practicum report. You are *not* expected to hand the journal in.

- An interim practicum report that includes: (a) a log of hours, (b) a brief description of your practicum setting, (c) an analysis of the transformational potential of the practicum work, (d) critical reflection upon the pre-entry and entry phases and agreed upon work tasks, your role, an issues as they emerge, (e) skills that you are developing or need to develop, (f) action strategies that you are using in the setting, (g) the integration of action, research, and theory (ART), (h) the impact of your experiences on your personal and professional identity as a community psychologist/social interventionist, and (i) plans for the second term of the practicum. The report must be typewritten, follow APA-format, have a reference section, and be roughly 10 pages in length. It is due on December 12, 2008.

### Schedule

#	Date	Topic	Assigned Readings	Assignments for this Session
1	9/08/08	Welcome & introduction to the practicum	1. Chavis, D.M. (1993). 2. Evans, S.D., Nelson, G. & Loomis, C. (in press).	<ul style="list-style-type: none"> <li>• Readings 1 &amp; 2</li> <li>• Think about the following questions:                             <ol style="list-style-type: none"> <li>1) What are your motivations for pursuing CP?</li> <li>2) What particular issues or topics would you like to learn more about in CP?</li> <li>3) Where do you see yourself headed in the future in terms of work, further education and participation in the community?</li> </ol> </li> </ul>
2	09/15/08	Overview of practicum opportunities & the placement process	1. Nelson, G., & Prilleltensky, I. (Eds.). (2005). Chapter 7.	<ul style="list-style-type: none"> <li>• Reading 1</li> <li>• Read overview of possible practicum placements</li> <li>• Complete the warm-up exercise in Nelson &amp; Prilleltensky (2005) on p. 139.</li> </ul>
3	09/22/08	The consultation process in working with communities	1. Nelson G, Amio J., Prilleltensky I., & Nickels P. (2000). 2. Grinnell, S.K. (1970). 3. Nelson, G., & Prilleltensky, I. (Eds.). (2005). Chapter 10.	<ul style="list-style-type: none"> <li>• Make contact with potential practicum settings</li> <li>• Readings 1, 2, &amp; 3</li> <li>• Think about a community project you have been involved in. Write a 1-2 page essay to describe the process of building your relationship with that project/organization using the four phases described in the Grinnell paper.</li> </ul>
4	09/29/08	Pre-entry, entry, and contract writing	1. Kelly, J.G. (1971). 2. O'Neill, P., & Trickett, E.J. (1982). Chapters 2 & 3.	<ul style="list-style-type: none"> <li>• Readings 1 &amp; 2</li> <li>• As you read the Kelly article, think about:                             <ol style="list-style-type: none"> <li>1) what strengths you bring to community work and to your potential practicum setting,</li> <li>2) your limitations and concerns about your work in the community, and</li> <li>3) areas in which you feel you need to grow in terms of CP practice.</li> </ol> </li> <li>• As you read O'Neill and Trickett, think about what elements should be included in a practicum contract.</li> </ul>
5	10/06/08	Effective communication: The basics &	1. Hoover, J. (2005). Chapter 2.	<ul style="list-style-type: none"> <li>• Reading 1</li> <li>• Assignment – Think about some experiences you have had in which someone</li> </ul>

		listening / attending		listened very well to something that you were experiencing and think about other times in which someone did not listen to you very well. Try to identify the differences of good and bad listening skills.
6	10/20/08	Potluck dinner and mid-course review	No readings this week	<ul style="list-style-type: none"> <li>• Assignment – Complete the mid-course review and post by Friday (anonymously)</li> <li>• Bring a dish for the potluck</li> </ul>
7	10/27/08	Effective communication: Influencing & cultural aspects	1. Ivey, A.E., & Ivey, M.B. (2006).	<ul style="list-style-type: none"> <li>• Reading 1</li> </ul>
8	11/03/08	Nominal group planning for second term	<ol style="list-style-type: none"> <li>1. Moore, C.M. (1994). Chapter 2.</li> <li>2. Julian, D. (2007).</li> <li>3. Francescato, D. (2007)</li> <li>4. Ramos, C.M. (2007).</li> <li>5. Thomas, D.R., Neill, B., &amp; Robertson, N. (1997).</li> <li>6. Nelson, G., Poland, B., Murray, M., Maticka-Tyndale, E. (2004).</li> </ol>	<ul style="list-style-type: none"> <li>• Readings 1 – 6</li> <li>• Talk to a CP practitioner (e.g., in your practicum organization) and ask them the following two questions: 1) What skills that you obtained during your CP studies have benefited you the most in your work? 2) What other skills are required in your job that were not covered sufficiently during your studies?</li> </ul>
9	11/10/08	Group facilitation & group dynamics: The basics	<ol style="list-style-type: none"> <li>1. Nelson, G. &amp; Prilleltensky, I. (Eds.). (2005). Chapter 10</li> <li>2. Becker, A.B., Israel, B.A., &amp; Allen III, A.J. (2005).</li> </ol>	<ul style="list-style-type: none"> <li>• Readings 1 &amp; 2</li> <li>• Assignment – When reading Becker et al. chapter, think of how each element (e.g., group membership, equitable participation and open communication) of group process has been important to specific experiences that you have had working in groups</li> </ul>
10	11/17/08	Group facilitation & group dynamics: Important facilitator skills	1. Kaner, S. (2007). <i>Facilitator's guide to participatory decision making</i> (2 <sup>nd</sup> Ed.). Part II.	<ul style="list-style-type: none"> <li>• Reading 1</li> <li>• Assignment – Each student will select one of the facilitator fundamentals (e.g., open discussion, alternatives to open discussion) and plan a 15-20 minute exercise on that skill</li> </ul>
11	11/24/08	Working with organizations to create transformative change: Organizational assessment	1. Lusthaus, C., Adrien, M.-H., Anderson, G., Carden, F., & Montalván, G.P. (2002). Chapters 1-5.	<ul style="list-style-type: none"> <li>• Reading 1</li> <li>• After reading the chapters think about how the concepts of organizational performance, environment, motivation, and capacity apply to your organization. Try to put this into a visual model. Talk to your colleagues in the practicum organization and read their annual reports to get needed information.</li> </ul>
12	12/01/08	Working with organizations to create transformative change: Organizational change	<ol style="list-style-type: none"> <li>1. Nelson, G. &amp; Prilleltensky, I. (Eds.). (2005). Chapter 9.</li> <li>2. Nelson, G., Lord, J., &amp; Ochocka, J. (2001). Chapters 6 &amp; 7.</li> </ol>	<ul style="list-style-type: none"> <li>• Readings 1 &amp; 2</li> <li>• Assignment – When reading the articles, think about your practicum setting or some other organization in which you have worked or participated, and (a) what steps you would take to create transformative organizational change and (b) what forces (individual, relational, organizational, external) promote and resist change?</li> </ul>

13	12/08/08	Course review, logic models, planning for next term	1. Frechtling, J.A. (2007). Chapters 3-5	<ul style="list-style-type: none"> <li>• Reading 1</li> <li>• Assignment – Complete the end-course review and post by Friday (anonymously)</li> <li>• Bring a dish for the potluck</li> </ul>
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### Detailed List of Readings

1) 09/08/2008
<ol style="list-style-type: none"> <li>1. Chavis, D.M. (1993). A future for community psychology practice. <i>American Journal of Community Psychology</i>, 21(2), 171-183.</li> <li>2. Evans, S.D., Nelson, G. &amp; Loomis, C. (in press). Critical perspectives on teaching and learning community psychology at Wilfrid Laurier University: Principles, strategies, and challenges. In C. Vazquez Rivera, M. Figueroa Rodriguez, W. Pacheco Bou, D. Perez-Jimenez (Eds.), <i>International perspectives in community psychology: Shared agendas in diversity</i>. San Juan, Puerto Rico: University of Puerto Rico Press.</li> </ol>
2) 09/15/2008
<ol style="list-style-type: none"> <li>1. Nelson, G., &amp; Prilleltensky, I. (Eds.). (2005). <i>Community psychology: In pursuit of liberation and well-being</i>. Basingstoke, UK: Palgrave. (Chapter 7, An overview of community psychology interventions, pp. 139-159).</li> </ol>
3) 09/22/2008
<ol style="list-style-type: none"> <li>1. Nelson G, Amio J., Prilleltensky I., &amp; Nickels P. (2000). Partnerships for implementing school and community prevention programs. <i>Journal of Educational and Psychological Consultation</i>, 11, 121-145.</li> <li>2. Grinnell, S.K. (1970). <i>A model of the consultation process</i>. Unpublished paper.</li> <li>3. Nelson, G., &amp; Prilleltensky, I. (Eds.). (2005). <i>Community psychology: In pursuit of liberation and well-being</i>. Basingstoke, UK: Palgrave. (Chapter 10, Small group and individual interventions, pp. 217-220).</li> </ol>
4) 09/29/2008
<ol style="list-style-type: none"> <li>1. Kelly, J.G. (1971). Qualities for the community psychologist. <i>American Psychologist</i>, 26(10), 897-903.</li> <li>2. O'Neill, P., &amp; Trickett, E.J. (1982). <i>Community consultation: Strategies for facilitating change in schools, hospitals, prisons, social service programs, and other community settings</i>. San Francisco: Jossey-Bass. (Chapters 2 + 3, pp. 23 – 111)</li> </ol>
5) 10/06/2008
<ol style="list-style-type: none"> <li>1. Hoover, J. (2005). <i>Effective small group and team communication</i> (2nd Ed.). Belmont, CA: Wadsworth. (Chapter 2 -Teamwork and communication: Verbal and nonverbal speaking, listening, and responding, pp. 21-36)</li> </ol>
6) 10/20/2008
No assigned readings this week
7) 10/27/2008
<ol style="list-style-type: none"> <li>1. Ivey, A.E., &amp; Ivey, M.B. (2006). <i>Intentional interviewing and counseling: Facilitating client development in a multicultural society</i> (6<sup>th</sup> Ed., pp. 39-46). Florence, KY: Brooks/Cole.</li> </ol>
8) 11/03/2008
<ol style="list-style-type: none"> <li>1. Moore, C.M. (1994). <i>Group techniques for idea building</i> (2<sup>nd</sup> ed.) (Chapter 2: Nominal Group Technique, pp.10-31). Thousand Oaks, CA: Sage.</li> <li>2. Julian, D. (2007). An international perspective and a framework for practicing community psychology. <i>The Community Psychologist</i>, 40(4), 48-49.</li> </ol>

<p>3. Francescato, D. (2007). Community psychology core competencies taught at the undergraduate and Master's level in some Italian universities and in most non-academically based Master's programs. <i>The Community Psychologist</i>, 40(4), 49-52.</p> <p>4. Ramos, C.M. (2007). A conceptual framework for community psychology. <i>The Community Psychologist</i>, 40(4), 53-54.</p> <p>5. Thomas, D.R., Neill, B., &amp; Robertson, N. (1997). Developing a graduate program in community psychology: Experiences at the University of Waikato, New Zealand. <i>Journal of Prevention and Intervention in the Community</i>, 15(1), 83-96.</p> <p>6. Nelson, G., Poland, B., Murray, M., Maticka-Tyndale, E. (2004). Building capacity in community health action research. <i>Action Research</i>, 2(4), 389-408.</p>
<p>9) 11/10/2008</p> <p>1. Nelson, G. &amp; Prilleltensky, I. (Eds.). (2005). <i>Community psychology: In pursuit of liberation and well-being</i>. Basingstoke, UK: Palgrave. (Chapter 10, Small group and individual interventions, pp. 211-216 &amp; 220-231).</p> <p>2. Becker, A.B., Israel, B.A., &amp; Allen III, A.J. (2005). Strategies and techniques for effective group process in CBPR partnerships. In B.A. Israel, E. Eng, A.J. Schulz, &amp; E.A. Parker, E.A. (Eds.). <i>Methods in community-based participatory research for Health</i> (pp. 52-71). San Francisco, CA: Wiley.</p> <p><i>Additional Literature:</i></p> <p>Dimock, H. (1987). <i>Groups: Leadership and group development</i>. New York: Pfeiffer.</p>
<p>10) 11/17/2008</p> <p>1. Kaner, S. (2007). <i>Facilitator's guide to participatory decision making</i> (2<sup>nd</sup> Ed.). San Francisco, CA: Jossey-Bass. (Part II, Facilitator fundamentals, pp. 41- 187)</p>
<p>11) 11/24/2008</p> <p>1. Lusthaus, C., Adrien, M.-H., Anderson, G., Carden, F., &amp; Montalván, G.P. (2002). <i>Organizational assessment: A framework for improving performance</i> (Chapters 1-5). Available online at: <a href="http://www.idrc.ca/en/ev-23987-201-1-DO_TOPIC.html#begining">http://www.idrc.ca/en/ev-23987-201-1-DO_TOPIC.html#begining</a></p>
<p>12) 12/01/2008</p> <p>1. Nelson, G. &amp; Prilleltensky, I. (Eds.). (2005). <i>Community psychology: In pursuit of liberation and well-being</i>. Basingstoke, UK: Palgrave. (Chapter 9, Organizational and community interventions, pp. 186-210).</p> <p>2. Nelson, G., Lord, J., &amp; Ochocka, J. (2001). <i>Shifting the paradigm in community mental health: Towards empowerment and community</i>. Toronto, ON: University of Toronto Press (Chapters 6 &amp; 7, pp 101-147)</p> <p><i>Additional Literature:</i></p> <p>Dimock, H. (1992). <i>Intervention and empowerment: Helping organizations to change</i>. North York, ON: Captus.</p>
<p>13) 12/08/2008</p> <p>1. Frechtling, J.A. (2007). <i>Logic modeling methods in program evaluation</i>. San Francisco: Jossey-Bass. (Chapters 3-5, pp. 21-51).</p>

## 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 deferral, 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](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](http://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.

