Course director: Diane Lawless  
Office number: 277 BSB  
Office hours: Tuesday 1:15-2:15  
e-mail: dlawless@yorku.ca  
N.B.: please put course title in the subject line

Teaching assistants: Rebecca Young  
Office: 141 BSB  
Office hours: Wednesdays 2:30-3:30 p.m.  
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Taryn Nepon  
Office: 159 Central Square  
Office hours: Thursdays 3:00-4:00 p.m.  
e-mail: tnepon@yorku.ca

Class time: Thursday 11:30-2:30
Secretary: Agnes Levstik. 285 BSB - 736-5125
Prerequisites: 1010 6 with a minimum grade of C


2. Additional Readings: To be assigned in class

Course Objectives: 
This course will examine various topics related to community psychology, including theories and research, prevention and early intervention, community mental health, the community practitioner as social change agent, and applications of community psychology to various settings and situations. In general, community psychology is concerned with the application of psychological principles to understand and address social issues that affect communities (e.g., schools, neighbourhoods, the workplace, the larger society), such as child abuse, homelessness, school violence, racism, crime, mental illness, and substance abuse. An aim of community psychology is to draw upon the resources of communities to develop solutions to resolve or prevent problems.

Community psychology is also concerned with the interrelationship between individuals and the communities in which they are imbedded (e.g., “community as context”) and the role of community development to enrich and strengthen
communities to promote the optimal growth and development of its members and their health and well-being and mental health. In these regards, community psychology shares some concepts with clinical and counseling psychology, particularly the humanistic traditions, however, utilizing and applying resources both at the community-level and the individual-level.

**Learning Objectives:** The objective of the course is to increase students’ knowledge of the principles, practices, and research of community psychology. More specifically, this includes developing students’ ability to:

- critically analyze the major historical influences and contemporary approaches to community psychology
- understand the main conceptual issues related to the provision and evaluation of services from a community-based perspective
- understand the major research findings and concepts in community psychology and think critically about the various approaches to community psychology research
- consider the practical and policy implications of the work generated by community psychologists
- use the vocabulary and concepts of the field of community psychology

**Class format:** Course material will be presented by lecture, small group discussions, exercises, film and when possible, guest speakers.

**MOODLE:** You are responsible for checking moodle.yorku.ca frequently for assignment guidelines, notes, and other key class updates and information.

Information on Academic Honesty, Student Conduct Standards, Religious Observance Accommodation and Accommodations for Students with Disabilities: It is also expected that students are familiar with the Senate Committee on Curriculum & Academic Standards webpage- (http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

**Academic Integrity:** Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site (http://www.yorku.ca/academicintegrity/students/index.htm). Additional information is posted on the moodle course website under the title, “Academic Honesty: What is it?”
DESCRIPTION OF COURSE REQUIREMENTS

TESTS:
Test #1:  Feb. 9, 2012
Weight: 35%. Chapters 1-6 inclusive plus lecture slides, assigned readings and videos

Test #2: Final exam period
Weight 45%: Chapters 7-12 inclusive plus lecture slides, assigned readings and videos

Tests will consist of multiple choice, short and long answer questions including all the text and supplemental material covered to date. The final exam is non-cumulative.

PAPER:
Due March 15, 2012 (Weight: 20%)
An electronic copy of your paper must be submitted to turnitin.com prior to handing in a hard copy during the class.

Paper choice #1: Community Analysis
An aim of community psychology is to understand the relationship between individuals and the communities in which they are imbedded. The elements of communities include many social structures at multiple levels, including networks of peers or extended family, workplace, school, community organization, religious congregations, neighbourhoods and wider environments, society and culture. The “individual in community” is understood in terms of the relationships the person has with the elements of his or her community, not in isolation from them. Communities may be considered in terms of either locality, that is city blocks, neighbourhoods, small towns, cities, and rural regions, or as relational, that is, the interpersonal relationships and sense of community that may not be limited by geography, such as Internet discussion groups, mutual help groups, peer groups and student clubs.

Perhaps at no time in our lives is the impact of the community greater than when we were children. I would like you to write a 6 to 8 page paper, double-spaced, on the community in which you grew up, that is, spent your formative years, for example, from birth to about 15 or 16 years. The community could refer to your neighbourhood, larger community, your immediate or extended family, peer group, or the town or city in which you grew up. You may wish to use Uri Bronfenbrenner's social-ecological theory as a basis from which to draw your ideas. In this regard, you might think about the relation between/among two or three systems (e.g., family, school, peers) and the results of their intersection. You might also think about these community elements in terms of being risk factors or protective factors.
First, describe two or three aspects of the community that you felt had a significant impact on you, that is affected your development in a meaningful way (e.g., your attitudes, beliefs, values, interests, personal development, or skills), and the ways in which you were affected by them.

Second, in no less than three pages, describe the implications of these community elements in terms of developing policies or programs for future community-based services for children, adolescents, adults, families, or neighbourhoods in these or other communities. In other words, answer the question: How might these elements be applied or related to the development of effective policies or programs for community-based services? I would like you to be concrete and specific by providing one or two examples to illustrate your points. Current resources may be scarce, but let’s say that money is no object. Be creative. 1) What would you like to see developed? 2) What is the social issue you want to address? 3) What do you see as the root causes of the issue and how will your program address these causal factors? 4) Does your program reflect a primary, secondary, or tertiary prevention program? 5) On what theory is your program based? 6) How will you get the targeted group(s) to participate? Incorporate concepts and principles of community psychology outlined in the text. The first five chapters are your best source. Remember, your program has to be focused. Limit your discussion to a single community program development. Target two (or a maximum of three) systems and their intersections. You will not be able to develop sufficient detail if you try to address too many factors.

Paper Choice #2: Alternate Paper Assignment:
As an alternate assignment, you may write a 6 - 8 page academic review paper on risk and protective factors and discuss their implications for policy or program development.
Your paper will be marked for: (a) overall quality of the product; (b) organization and structure; (c) content and thoughtfulness of your analysis; and (d) grammar and spelling.
Sample topics might include (but are not limited to) issues such as:
Teen pregnancy, smoking, drug use, academic success,
Juvenile and youth crime
Gangs, Recidivism
HIV/AIDS
Hospitalization from a specific mental illness diagnosis
(e.g., depression, schizophrenia, bipolar disorder etc.)

Quality of life related to elder care issues
Issues associated with developmental delay (e.g, school, employment)
Child protection issues
Violence against women
Identify risk and preventative factors drawn from empirical literature. Discuss their implications for policy or program development. Your paper will be marked for: (a) overall quality of the product; (b) organization and structure; (c) content
and thoughtfulness of your analysis; and (d) grammar and spelling. References according to APA style.

A NOTE ON PAPERS AND EVALUATION:

Papers that are late will be deducted 10% per day. Exceptions are made for illness, family death or exceptional circumstances; however, a medical note or official documentation will be required in these cases. The University has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by students in this course will be submitted to Turnitin. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second class, consult with the instructor to make alternate arrangements.

MISSED TERM WORK OR TESTS

Students are expected to complete all assignments, tests and exams within the time frames and by the dates indicated in this outline. Deferral of an assignment, test or exam is only permitted for a medical or personal emergency or due to religious observance. The course director and teaching assistants must be notified by e-mail prior to the due date or test/exam date, and the appropriate documentation must be submitted.

Cheating/Plagiarism. The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism (http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm).

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<tr>
<th>EXPECTED DATE</th>
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| Jan. 5        | Chapter 1: Introduction to Community Psychology  
                 Chapter 2: Scientific Research Methods |
| Jan. 12       | Chapter 3: Stress and Resilience  
                 VIDEO: TBA |
| Jan. 19       | Chapter 4: The Importance of Social Change  
                 VIDEO: TBA |
Jan. 26  Chapter 5  Community Intervention Strategies  
             VIDEO TBA

Feb. 2   Chapter 6: The Mental Health System

Feb. 9   Test #1

Feb. 16  Chapter 7: Social and Human Services in the Community  
             VIDEO: TBA

Feb. 23  Reading week

March 1  Chapter 8: Schools, Children and Communities

March 8  Chapter 9: Law, Crime and the Community  
             VIDEO: TBA

March 15  Paper due  
             Chapter 10: Health Care  
             VIDEO: TBA

March 22  Chapter 11: Community Health Care and Preventative Medicine

March. 29  Chapter 12: Community Organizational Psychology

Final Exam Period  Test #2

Nov. 12: last date to drop courses without receiving a grade