

FACULTY OF HEALTH
PSYC 3600 3 M COMMUNITY PSYCHOLOGY
Tuesday and Thursday: 9:30 a.m. – 12:30
CLH-A

Course director: Diane Lawless, Ph.D.
Office number: 277 BSB
Office hours: Tuesdays 12:30-1:30 p.m. by appointment
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***N.B.:** please put course number and section in the subject line*

Teaching assistant: Valeriya Bravo vbravo@yorku.ca
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Secretary: Agnes Levstik. 281 BSB ext. 55125

Prerequisites: 1010 6 with a minimum grade of C

Textbooks:

1. Moritsugu, Wong & Duffy (2010) Community Psychology, 5th edition. Allyn and Bacon (*an e-copy of this textbook is available through vitalsource.com*)
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: July 12

Weight: 32%. Chapters 1-5 inclusive plus lecture slides, assigned readings and videos

Test #2: July 21

Weight: 15% Chapters 6-7 inclusive plus lecture slides, assigned readings and videos

N.B. : *There will be no make-up available for Test #2.* Students who miss Test #2 will write a cumulative final exam (chapters, 6, 7, 8, 9, 10, 11, 12 plus lecture slides, assigned readings and videos). The weight of this cumulative final exam will be increased to 50% of the total grade.

Test #3: final exam period. Aug. 11-19 inclusive

Weight: 35% Chapters 8-12 inclusive plus lecture slides, assigned readings and videos.

If Test #2 not written: Weight is 50%. Test will cover chapters 6-12 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.

PAPER:

Due July 28, 2015 (Weight: 18%)

An electronic copy of your paper must be submitted to turnitin.com prior to handing in a hard copy during the class. The turnitin link is available on the course moodle page.

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. Write a 6 page (*maximum*) paper (double-spaced, 12pt.) on the community in which you grew up, that is, spent your formative years, for example, up 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 specific characteristics 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 3 pages, describe the implications of these community elements in terms of developing a policy or program for future community-based services for children, adolescents, adults, families, or neighbourhoods in this community. In other words, answer the question: How might these community characteristics 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) How will you get the targeted group(s) to participate in the program's development?

Incorporate concepts and principles of community psychology outlined in the text into your descriptions. 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. *See additional paper guidelines posted on moodle.*

Your paper will be marked for the overall quality of the product including (a) identification and description of community-specific factors. (b) integration of relevant community psychology principles and concepts (c) content and thoughtfulness of your analysis; (d) organization and structure, and (e) grammar and spelling.

Paper Choice #2: Alternate Paper Assignment:

As an alternate assignment, you may write a 6 page (maximum) academic review paper on risk and protective factors associated with a single issue and discuss their implications for research or policy development.

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 or institutionalization for 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; including (a) identification and definition of varied system-level risk and protective factors, (b) integration of relevant community psychology principles and concepts (c) a demonstrated understanding of principles guiding community psychology research and/or public policy functions. (d) content and thoughtfulness of your analysis; and (e) grammar and spelling. References according to APA style. *See additional paper guidelines posted on moodle.*

A NOTE ON PAPERS AND EVALUATION:

A hard copy of the paper needs to be submitted during class on the due date. An e-copy also needs to be submitted to turnitin. The turnitin link is available on the moodle course webpage. Papers that are late will be deducted 10% per day. Exceptions are made for illness, family death or exceptional circumstances; however, an Attending Physician's Statement form or official documentation will be required in these cases. Students who

do not want their work submitted to turnitin must, by the end of the second class, consult with the instructor to make alternate arrangements

Conversion Table	
From Percentage	To Letter Grade
90-100	A+
80- 89	A
75- 79	B+
70- 74	B
65- 69	C+
60- 64	C
55- 59	D+
50- 54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

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, or Test #1 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. A completed **Attending Physician's Statement** must accompany any request for missed term work or tests. This form is available on the Registrar's website. http://www.registrar.yorku.ca/pdf/attend_physician_statement.pdf One make-up only will be held for each test.

N.B. There will be no make-up available for Test #2. Students who miss this two will write a cumulative final exam (chapters, 6, 7, 8, 9, 10, 11, 12, plus lecture slides, assigned readings and videos). The weight of this cumulative final will be increased to 50% of the total grade.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

EXPECTED LECTURE SCHEDULE

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
June 28	Chapter 1: Introduction to Community Psychology
June 30	Chapter 2: Scientific Research Methods Film: Citizen Z (Dufferin Grove park) Chapter 3: Stress and Resilience
July 5	Chapter 4: The Importance of Social Change Film: Gaining Ground; Building community on Dudley St.
July 7	Chapter 5: Community Intervention Strategies Film: Youth at Risk: Malvern
July 12:	TEST #1: Chapters 1-5 inclusive, plus films and lecture slides, assigned readings
July 14	Chapter 6: The Mental Health System Film: The inmates are running the asylum
July 19	Chapter 7: Social and Human Services in the Community Film: Hands across the arctic; the deaf in remote communities

July 21 TEST #2: Chapters 6, 7 plus films and lecture slides, assigned readings

Chapter 8: Schools, Children and Communities

July 26 Chapter 9: Law, Crime and the Community

Film: Home fire – restorative justice

July 28 TERM PAPER DUE

Chapter 10: Health Care

Film: The Bicycle

Aug. 2 Chapter 11: Community Health Care and Preventative Medicine

Film: Community Development in Community Health Nursing

Aug. 4 Chapter 12: Community Organizational Psychology

Film: Organizational cultures

Final Exam Aug. 11-19 inclusive

Last date to drop course without academic penalty: July 22, 2016