

**FACULTY OF HEALTH
PSYC 3600 3 A COMMUNITY PSYCHOLOGY (S1)
TUESDAYS AND THURSDAYS 9 a.m. -12 p.m.
CLH-A**

Course director: Diane Lawless
***N.B.:** please put course number and section in the e-mail's subject line*
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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, 4th edition. Allyn and Bacon (*Please note: an e-copy of this textbook is available through coursesmart.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: May 23, 2013

Weight: 35%. Chapters 1-6 inclusive plus lecture slides, assigned readings and videos

Test #2: Final exam period (June 19-21 inclusive)

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 June 4, 2013 (Weight: 20%)

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. 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 *preventative* policies or programs for future community-based services for children, adolescents, adults, families, or neighbourhoods in this community. 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) 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. See *additional paper guidelines posted on moodle*.

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 development.

Discuss three risk factors and three protective factors that have been identified in the empirical literature. Please note, the research cited needs to be from peer reviewed journals. Information taken from information websites will not be acceptable. Discuss their implications for policy development. Generate five to six policy recommendations based on the literature you reviewed. 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. See *additional paper guidelines for paper choice #2 posted on moodle*.

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

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, a medical note 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, 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. 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.

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 DATE	TENTATIVE LECTURE SCHEDULE LECTURE TOPIC & ASSOCIATED CHAPTER
May. 7	Chapter 1: Introduction to Community Psychology Chapter 2: Scientific Research Methods DVD 12912 Where strangers become neighbours
May 9	Chapter 3: Stress and Resilience DVD 11458 Transshorts
May 14	Chapter 4: The Importance of Social Change DVD 12216: 100 years of faith
May 16	Chapter 5: Community Intervention Strategies DVD 9070 Mohawk Girls
May 21	Chapter 6: The Mental Health System Assigned Reading: DVD 9993 The interventionists [videorecording] : chronicles of a mental health crisis team
May 23	Test #1
May 28	Chapter 7: Social and Human Services in the Community
May 30	Chapter 8: Schools, Children and Communities DVD 9061 9 months 6 blocks

June 4	Paper due Chapter 9: Law, Crime and the Community Because things happen every day [electronic resource]
June 6	Chapter 10: Health Care DVD 9690 The bicycle
June 11	Chapter 11: Community Health Care and Preventative Medicine DVD 11998 Music Video Camp 2007
June. 13	Chapter 12: Community Organizational Psychology The Transformation of work (streaming video)
Final Exam Period (June 19-June 21)	Test #2

May 31: Last day to drop course without receiving a grade