

**A Faculty of Health
Department of Psychology
PSYC 3600 3.0 A: COMMUNITY PSYCHOLOGY
Tuesday/8:30-11:30/CLH-F
F/2017**

Instructor and T.A. Information

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Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

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.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of community psychology.
2. Articulate trends in community psychology.
3. Express knowledge of community psychology in written form.
4. Describe and explain limits to generalizability of research findings in community psychology.
5. Demonstrate ability to relate information in community psychology to own and others' life experiences.

Specific Learning Objectives

The objective of the course is to increase students' knowledge of the principles, practices, and research of community psychology and its application to particular fields of study. 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 rationale, approaches and applications associated with prevention, ecological systems and forms of action research

Required Text

1. Moritsugu, Wong & Duffy (2010) Community Psychology, 5th 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 Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test #1	October 17, 2017	40
Term Paper	November 7, 2017	15
Test #2	Final Exam period	45
Total		100%

Description of Assignments

Test #1: Oct. 17, 2017

Weight: 40%. Chapters 1-6 inclusive plus lecture slides, assigned readings and videos

Test #2: final exam period. Dec. 6-21, 2017 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. Test #2 and the final exam are non-cumulative.

Term Paper: Due Nov. 7, 2017 (Weight: 15%)

Chose one of the two following options. *An electronic copy of your paper must be submitted to turnitin.com. 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 *extended* family, peer group, or the town or city in which you grew up. Identify a particular issue you wish to write about. First, describe two or three specific characteristics of the community that you felt had a significant impact on this issue. Using an ecological approach to identify two or three systems (e.g., family, school, peers) and the results of their intersection. Examine these community elements in terms of their role as risk factors or protective factors.

Second, in no less than 3 pages, describe the implications of these community elements in terms of developing a primary prevention 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 programs or community-based primary prevention 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.

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.*

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

Using an ecological systems approach, identify risk and protective factors (both proximal and distal) drawn from empirical literature. The factors should represent more than one system level.

Develop five policy recommendations that aim to promote primary prevention. References according to APA style. *See additional paper guidelines posted on moodle.*

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Timeline for submitting Attending Physician's Statement – 48 hours. Further extensions or accommodation will require students to submit a formal petition to the Faculty. One make-up test will be held for students who have a documented absence. It is the student's responsibility to attend that test. Undocumented late papers that are late will be deducted 20% per day

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is

notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

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

Electronic Device Policy

Electronic devices are to be used in class for course work only. In respect for other students, refrain from using electronic devices in class for personal or entertainment purposes.

Attendance Policy

Lectures typically include numerous discussions that illuminate the course material. Your presence and participation is welcome.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with

disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the Psyc 3600A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Sept. 12	Chapter 1: Introduction to Community Psychology
	Chapter 2: Scientific Research Methods Film: Citizen Z (Dufferin grove park)
Sept 19	Chapter 3: Stress and Resilience
Sept. 26	Chapter 4: The Importance of Social Change Film: Gaining Ground; Building community on Dudley St.
Oct. 3	Chapter 5: Community Intervention Strategies Film: Youth at Risk: Malvern

Oct 10	Chapter 6: The Mental Health System Film: The inmates are running the asylum
Oct. 17	Test #1: Chapters 1-6 inclusive, plus films and lecture slides, assigned readings
Oct. 24	Chapter 7: Social and Human Services in the Community Film: Hands across the arctic; the deaf in remote communities
Oct. 31	Chapter 8: Schools, Children and Communities A crack in the pavement – community gardens Film: Passion and Persistence: How to develop a professional learning community (for teachers)
Nov. 7	Chapter 9: Law, Crime and the Community Term paper due 15% Film: Home fire – restorative justice
Nov. 14	Chapter 10: Health Care Film: The Bicycle
Nov. 21	Chapter 11: Community Health Care and Preventative Medicine Film: Community Development in Community Health Nursing
Nov. 28	Chapter 12: Community Organizational Psychology Film: TBA
Final Exam	Dec. 3 – 23 Chapters 7-12 inclusive plus lecture slides, assigned readings and videos