PSYCH 441-01: Community Psychology

Fall Term Online

August 22 – December 9, 2022

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Texts

1. Moritsugu, J., Gr Vera, E. Wong, F. Y., & Duffy, K. G. (2019). Community Psychology (6th Ed.) Boston, MA: Allyn and Bacon. ISBN: 9780429021558 (e-book). Available at https://www.routledge.com/Community-Psychology/Moritsugu-Vera-Wong-Duffy/p/book/9781138747067 (Links to an external site.) (Links to an external site.)

Catalog Description

This course introduces students to the science and practice of community psychology. It provides an overview of theory, research, and action in community psychology which is the study and application of psychological solutions to community-based problems. It explores the relationship between stressful environments, supportive social systems and individual and family well-being to the development of mental illness.

Course Overview

This course will introduce students to the growing field of community psychology by describing the background and history of the field, presenting key theories and concepts, and acquainting students with the methods that are commonly used by community psychologists. The aim of this course is to help empower students to contribute to effective change in their communities. Community psychology is concerned with person-environment interactions and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all

members of a community. The practice of community psychology is directed towards the design and evaluation of ways to facilitate psychological competence and empowerment, prevent disorder, and promote social change. The goal is to optimize the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. The course will emphasize experiential learning and will draw upon resources and competencies of students in the class and the local community. As with all classes at Chaminade University, the course has a foundation in the Marianist educational values of faith, the pursuit of excellence and quality, a spirit of family, the promotion of social justice, and the ability to adapt to change.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes I.) Students will identify key concepts, principles, and overarching themes in psychology; and IV.) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Student Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through quizzes and papers what you have learned in this course.

Upon completion of this course students will:

1. describe the methods and values of community psychology and how they differ from clinical psychology and other subfields of psychology;
2. discuss the various roles that community psychologists play;
3. explain the effects of societal, cultural, and environmental influences on psychological and community well-being;
4. explain the relationship between people and their environments, and be able to consider ways of improving this relationship;
5. define terms of prevention of problems and alternatives to individual treatment;
6. analyze innovative programs and practices geared towards prevention and the empowerment of disenfranchised groups;
7. utilize the scientific method to solve real world problems;
8. appreciate the role that culture plays in the prevention and development of mental illness;
9. apply what they have learned to a specific social problem in their community.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

1. Grant Proposal   200 points

2. Chapter Quizzes   130 points (13 @ 10 points each)
3. Discussions   70 points (7 @ 10 points each)

         Total Points   400 points

1. Grant Proposal (200 Points):

The major assignment for this class will be to develop a grant proposal related to the prevention of a current social problem. There are dates on the course calendar when each draft section of the proposal should be submitted. I will provide some feedback and then you can revise those sections for your final submission. The general outline of the grant proposal should be;

Section A – Rationale for the Project (40 points): in this section applicants should document the need for a prevention/early intervention grant and justify their choice of priority populations by providing adequate information on the following:

1. Indicate the specific age group to be targeted through the proposed project

2. Demonstrate the need for the proposed program in the community, including:
a. documentation of emerging and urgent needs
b. service system gaps
c. barriers to serving the target population
d. needs for prevention and/or early intervention services

3. Describe the target population(s) in terms of:
a. sociodemographic characteristics, including racial/ethnic minority composition
b. population size and geographic distribution
c. number to be served by the program
d. estimated unmet need
e. risk factors for this population that will be addressed by the program
f. the domain where the risk factors will be addressed

4. Indicate the likely impact of the proposed program on the existing services environment, including beneficial outcomes at both the individual and the system level and potential adverse consequences of not implementing the proposed program.

5. Provide the evidence base for the program proposed, including relevant literature citations and appropriateness for the target population

Section B: Implementation Plan (60 points). Applicants should demonstrate the viability of their proposed program and the adequacy of their implementation plans by providing

the following:

1. Describe the overall program and provide a flow chart for program activities

2. Discuss how the program will address the overall goals of Prevention and/or Early intervention.

3. Describe the interventions(s) that will be implemented

4. Provide a time-line for implementation

5. Describe how the potential clients will be identified, including:
a. eligibility criteria
b. screening and assessment
c. outreach
d. procedures for obtaining informed consent where applicable

6. Describe plans for ensuring cultural appropriateness of the program, including the participation of consumers in the planning and implementation activities of the program
7.   Provide a plan for continuing the program activities after cessation of grant funding of the program.

Section C: Evaluation Plan, Data Collection, and Analysis (30 points) In this section, applicants should provide a plan for conducting an evaluation of their proposed program and measuring client- and systems-level outcomes, including:

1. Summarize the plan for evaluating the proposed program

2. Provide specific evaluation questions to be examined and hypotheses to be testes if appropriate

3. Describe the data collection plan, including:
a. sources of data
b. types of clients served and dosage of intervention received
c. who provided services
d. where services were provided

4. Indicate whether and/or how qualitative methods will be used

Section D: Dissemination Plan (10 points) Applicants should discuss their plans to disseminate their program and the evaluation of it to others.

Section E: Project Management and Staffing Plan (40 points) Applicants must demonstrate their ability to carry out the proposed program activities in terms of staffing and management plans by providing the following:

1. Describe the qualifications necessary for key stakeholders including but not limited to the following:
a. Project Director
b. Service Providers
c. Evaluators
d. Other key personnel

2. Describe the major duties and tasks of the key personnel.

Section F: Budget (20 Points) Provide a budget for the proposed project including but not limited to salaries, supplies, equipment, and operating costs.

Recommended sources

- American Journal of Community Psychology
- Community Development Journal
- Community Mental Health Journal
- Journal of Community Practice
- Journal of Community Psychology
- Journal of Prevention and Intervention in the Community (old name: Prevention in Human Services)
- Journal of Primary Prevention
- Journal of Rural Community Psychology (Links to an external site.) (Links to an external site.)

check out the following websites:
· Society for Community Research and Action (APA Div. 27) home page: http://www.apa.org/divisions/div27/ (Links to an external site.) (Links to an external site.)
· Council of Community Program Directors: http://www.msu.edu/user/lounsbu1/cpdcra.html (Links to an external site.) (Links to an external site.)
· APA's Resource Center for Rural Behavioral Health: http://www.apa.org/rural/ (Links to an external site.) (Links to an external site.)
· Journal of Rural Community Psychology: http://web.marshall.edu/jrcp//index.html (Links to an external site.) (Links to an external site.)
· Community Psychology Network: http://www.communitypsychology.net/ (Links to an external site.) (Links to an external site.)
· Society for Prevention Research: http://www.oslc.org/spr/sprhome.html (Links to an external site.) (Links to an external site.)

2. Quizzes (13 @ 10 points each):

The quizzes may consist of both multiple choice and short answer questions. The quizzes will cover the material from the assigned readings.

3. Discussions (7 @ 10 points each)

  Seven class discussion question will be posted. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from **http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses// (Links to an external site.)**.

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Grading

Unless otherwise indicated, all assignments for each week ate due by 11:59 pm on Sunday night of the week that they are assigned.   *No late assignments will be accepted or graded.* Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following chart:

90%	-	100%	A

80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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Research Design in Counseling

Heppner, Kivlighan, and Wampold

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A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

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Research Method In Social

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Relations

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Kidder

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THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

<u>Methods In Behavioral Research</u>;
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<u>http://allpsych.com/researchmethods/replication.html (Links to an external site.)</u>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between

students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of educating for service, justice and peace. Community psychology grew out of a social justice framework so by its nature it looks at how people are supported and treated in a variety of environments and

circumstances. A goal of community psychology is too look at how a myriad of social problems can be prevented through education, empowerment, and social justice.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom

Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf (Links to an external site.) (Links to an external site.)

Course Schedule

(Please follow the syllabus regarding which assignments and activities should be completed each week. Assignments for each week are due by Sunday night of that week at midnight)

Week   **Topics**   **Reading/Assignments**

#1 – August 22: Introduction to Community Psychology
      Review Chapter 1 Power Point Slides (in the "FILES" folder)

      Read Chapter 1 in Moritsugu
      Take Chapter 1 quiz

      Participate in Discussion 1

#2 – August 29: Scientific Research Methods
      Review Chapter 2 Power Point Slides (in the "FILES" folder)

      Read Chapter 2 in Moritsugu
      Take Chapter 2 quiz

#3 - September 5: Stress and Resilience
      Review Chapter 3 Power Point Slides (in the "FILES" folder)

      Read Chapter 3 in Moritsugu
      Take Chapter 3 quiz

      Participate in Discussion 2

#4 - September 12: The Importance of Social Change
      Review Chapter 4 Power Point Slides (in the "FILES" folder)

      Read Chapter 4 in Moritsugu
      Take Chapter 4 quiz

#5 - September 19: Community Intervention Strategies
      Review Chapter 5 Power Point Slides (in the "FILES" folder)

      Read Chapter 5 in Moritsugu
      Take Chapter 5 quiz

      Participate in Discussion 3

#6 - September 26: The Mental Health System
    Review Chapter 6 Power Point Slides (in the "FILES" folder)

    Read Chapter 6 in Moritsugu
    Take Chapter 6 quiz

#7 - October 3: Social and Human Services in the Community
    Review Chapter 7 Power Point Slides (in the "FILES" folder)

    Read Chapter 7 in Moritsugu
    Take Chapter 7 quiz
    Submit draft of Section A – Rationale for the Project

    Participate in Discussion 4

#8 - October 10: Schools, Children, and the Communities
    Review Chapter 8 Power Point Slides (in the "FILES" folder)

    Read Chapter 8 in Moritsugu
    Take Chapter 8 quiz
    Submit draft of Section B: Implementation Plan

#9 - October 17: Law, Crime, and the Community
    Review Chapter 9 Power Point Slides (in the "FILES" folder)

    Read Chapter 9 in Moritsugu
    Take Chapter 9 quiz
    Submit draft of Section C: Evaluation Plan, Data Collection, and Analysis

    Participate in Discussion 5

#10 - October 24: The Health Care System
    Review Chapter 10 Power Point Slides (in the "FILES" folder)

    Read Chapter 10 in Moritsugu
    Take Chapter 10 quiz
    Submit draft of Section D: Dissemination Plan

#11 - October 31: Community Health and Preventative Medicine
    Review Chapter 11 Power Point Slides (in the "FILES" folder)

    Read Chapter 11 in Moritsugu
    Take Chapter 11 quiz
    Submit draft of Section E: Project Management and Staffing Plan

    Participate in Discussion 6

#12 - November 7: Community/Organizational Psychology
    Review Chapter 12 Power Point Slides (in the "FILES" folder)

    Read Chapter 12 in Moritsugu
    Take Chapter 12 quiz
   Submit draft of <u>Section F: Budget</u>

#13 - November 14: The Future of Community Psychology
    Review Chapter 13 Power Point Slides (in the "FILES" folder)

    Read Chapter 13 in Moritsugu
    Take Chapter 13 quiz

    Participate in Discussion 7

#14 - November 21: Work on Final Grant Proposal

#15 - November 28: Work on Final Grant Proposal

#16 - December 5: Complete and Submit Grant Proposal by December 7th