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CHAMINADE UNIVERSITY
PSYCH 480-02: Community Psychology
Tuesdays & Thursdays 9:30 – 10:50
Tredtin Hall, Room 101

Instructor: Dale R. Fryxell, Ph.D.
Office: Kieffer Hall, "Cube L"
Office Hours: Wed. 4:30 – 5:30, Tues. & Thurs. 8:30 – 9:30, and by appointment
Telephone: 739-4678
Email: dfryxell@chaminade.edu

Text

Duffy, K. G., & Wong, F. Y. (1996). Community Psychology. Boston, MA: Allyn Bacon.

Course Description

This course is designed to introduce students to the science and practice of community psychology. The course 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 relationships between stressful environments, supportive social systems, and individual and family well-being to the development of mental illness. The course will emphasize prevention, self-help, empowerment, political action, underserved populations, cultural diversity, and organizational, community, and societal-level action as they relate to many of the social issues facing communities today such as child abuse and neglect, juvenile violence, substance abuse, homelessness, and crime. Throughout the course we will examine how research and science interact with the practical aspects of working successfully with people in their own communities. Upon completion of this course students will have the basic skills, knowledge, and tools to design and implement community-based prevention and intervention programs.

Course Objectives

Upon completion of this course, students will:

1. be able to describe the theories, historical foundations, and methods of community psychology.
2. understand the relevance of community psychology for addressing major social problems.
3. be familiar with existing empirically-based knowledge regarding effective community-based intervention and prevention.
4. have practical experiences related to community psychology.
5. have practiced critical thinking skills and applied them to real issues in community psychology.

Important !!!!!!!!

By Tuesday, January 19th, please turn in an 8 ½ x 11 sheet with the following information on it:

1. A reasonably good Xeroxed picture of yourself.
2. Anything special that you would like me to know about you.

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:

A. Class Project	=	100 points
B. Group Project	=	100 points
C. Discussion Questions (10 @ 5 pts)	=	50 points
D. Site Visit	=	50 points
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Total Points	=	300

A. Class Project (100 points)

The entire class will be participating in the development of a prevention program. Individual tasks and duties will be agreed upon during the project.

B. Group Project (100 points)

For this project, your group will take on the role of a consultant who has been hired by a government agency to develop a prevention program which will address one of the social issues listed below (your group may also select another issue that you may be interested in) which effects the mental health of people and communities. Your group will be responsible for conducting background research on your area of interest and developing an appropriate prevention program. Your group will also be responsible for presenting your program to the class in both a written paper and a short oral presentation. The following guidelines should help you prepare your project proposal.

Your program proposal should include the following:

A. Introduction

1. Name of the project
2. A statement of the situation/problem that the project is addressing
3. The population that your project will be working with (i.e., infants, children, elderly, mentally ill, cultural group, geographic area)
4. Brief discussion of the history and significance of the situation or problem
5. Your analysis of the causes of the problem and the forces that are maintaining it
6. Brief discussion of projects or prevention strategies that have already been tried or are in place related to your issue or problem

B. Project proposal

1. A clear statement of the goals of the prevention strategy
2. Description of the proposed project
3. How the project will be implemented (started)
4. A brief analysis of potential problems you might expect in the implementation of the project
5. A proposed budget for the project (how much will the project cost?)
6. An evaluation plan (how will you tell if the project is working?)

Your group project will be evaluated based on the quality of the written paper and oral presentation. Exceptional projects should show a high degree of originality and creativity!

C. Discussion Questions (10 @ 5 = 50 points)

It is important in an interactive class for all students to come to class fully prepared and ready to actively participate. For 10 of the 12 chapters in the textbook, each student will turn in 3 discussion questions.

D. Site Visit (50 points)

Each student should identify and visit a community-based agency or program that provides services to people who have or are at risk of developing mental health problems. A one page "fact sheet" should be developed addressing the following points:

- Name and location of the agency or program
- Purpose of the agency or program
- Services provided by the agency or program
- Population served by the agency or program
- Funding sources of the agency or program

Students will discuss their site visits with the rest of the class. Points for discussion should include your analysis of the agency or program and the services that they provide as well as any suggestions that you have for improving the agency or program.

Possible Project and Site Visit Areas (there are many others)

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|--------------------------|-----------------|------------------------|
| *Homelessness | *Unemployment | *Rural Housing |
| *Community Mental Health | *Environment | *Disaster Assistance |
| *AIDS | *Crime | *Foster Care |
| *Drugs | *Suicide | *Spouse Abuse |
| *Alcohol | *Depression | *Gangs |
| *Disabilities | *Parenting | *Education |
| *Coping with Death | *Health Care | *Hunger |
| *Welfare | *Aging | *Community Development |
| *Stress | *Teen Pregnancy | *Poverty |

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignments</u>
#1 – Jan. 12	Course Introduction	
#2 – Jan. 14	Group Project Introduction (1)	
#3 – Jan. 19	Introduction to Community Psychology	Chapter 1 D/Questions #1
#4 – Jan. 21	Site Visit Day (no class meeting)	
#5 – Jan. 26	Scientific Research Methods	Chapter 2 D/Questions #2
#6 – Jan. 28	Site Visit Presentations	Site Fact Sheets Due
#7 – Feb. 2	Importance of Social Change	Chapter 3 D/Questions #3
#8 – Feb. 4	Group Project continued (2)	
#9 – Feb. 9	Creating and Sustaining Social Change	Chapter 4 D/Questions #4
#10 – Feb. 11	Group Project continued (3)	
#11 – Feb. 16	Stress, Coping, and Social Support	Chapter 5 D/Questions #5
#12 – Feb. 18	Group Project continued (4)	
#13 – Feb. 23	Community Placement of the Mentally III	Chapter 6 D/Questions #6
#14 – Feb. 25	Group Project continued (5)	
#15 – Feb. 30	Social and Human Services	Chapter 7 D/Questions #7
#16 – Mar. 2	Group Project continued (6)	
#17 – Mar. 4	Schools, Children, and Communities	Chapter 8 D/Questions #8
#18 – Mar. 9	Group Project Presentations	Project Papers Due
#19 – Mar. 11	Group Project Presentations	
#20 – Mar. 16	Law, Crime, and the Community	Chapter 9 D/Questions #9
#21 – Mar. 18	Class Project Introduction (1)	
#22 – Mar. 30	The Health Care System	Chapter 10 D/Questions #10
#23 – Apr. 1	Class Project Continued (2)	

#24 – Apr. 6	Community Organizational Psychology	Chapter 11 D/Questions #11
#25 – Apr. 8	Class Project Continued (3)	
#26 – Apr. 13	The Future of Community Psychology	Chapter 12 D/Questions #12
#27 – Apr. 15	Class Project Continued (4)	
#28 – Apr. 20	Special Topics in Community Psychology	
#29 – Apr. 22	Class Project Continued (5)	
#30 – Apr. 27	Class Project Presentation	
#31 – Apr. 29	Class Review and Wrap-up	