

FD-01

CHAMINADE UNIVERSITY
PSYCH 441-01: Community Psychology
Tuesdays and Thursdays 2:00 – 3:20
Henry Hall, Room 104
Fall 2001

Instructor: Dale R. Fryxell, Ph.D.
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Office Hours: Tues. & Thurs. 7:00 – 8:00 AM, Tues 3:30 – 4:30 and by appointment
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Texts

1. Scileppi, J. A., Teed, E. L., & Torres, R. D. (2000). Community psychology: A common sense approach to mental health. Upper Sadle River, NJ: Prentice Hall.
2. Benson, P. L. (1997). All kids are our kids. San Francisco, CA: Jossey-Bass.
3. Hairston, M., Ruskiewicz, J. & Friend, C. (1999). The Scott, Foresman handbook for writers (5th ed.). New York, NY: Longman

Course Description

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.

Course Objectives: Students completing this course will:

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

Important !!!!!!!!!!!

By Tuesday, September 4th, 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. Service Learning
 1. Service learning journal (50 points: Due Thursday, Nov 29th)
 2. Service learning paper (50 points: Due Thursday, Nov 29th)
- B. Social/Community Problem Definition Paper
 3. Topic proposal and beginning bibliography (10 points: Due Sept. 27th): 13th
 4. Outline and annotated bibliography (10 points; Due Oct. 23rd): 11th
 5. Final Draft of Paper (80 points: Due Nov 20th) 27th
 6. Oral Presentation (50 points: Last two weeks of class)
- C. Exams
 7. Midterm – Covers material in chapters (50 points)
 8. Final – Covers material in chapters (50 points)
- D. Participation (50 points)

Total Points = 400

A. Service Learning/Community Experience (100 points):

In order to provide experiential based learning, students will be required to engage in 20 hours of service learning during the semester. Your service learning experience can include activities such as attending community events, volunteering at a community service agency, organizing community action groups, interviewing individuals who are community service program recipients, service providers/administrators, and/or policy-makers, etc. The volunteer experience cannot be a situation in which you are already engaged (e.g., job) or for which you are receiving credit in another class. Everyone is required to keep a **journal** of their experience (your thoughts, experiences, date and time spent in activity, etc.). Additionally, a brief write-up of your experience will be required at the end of the semester. This *Service Learning Experience paper* should be a three page paper describing your community experience and what you learned. Both the journal and paper will be due on Thursday, November 29th. The focus of the paper should be on how your service learning experience relates to community psychology

B. Social/Community Problem Definition Paper (150 Points):

The major assignment for this class will be a paper on a social/community problem chosen by the student and relevant to the field of community psychology. The primary goal of the paper is to define and/or redefine a problem that the student has identified in their "community". Each student will discuss the problem utilizing the various concepts, issues and philosophies learned throughout the term, and provide a conceptual and methodological critique of the various efforts and/or interventions that have been designed to address the problem.

The general outline of the paper should be;

Section I - Statement of the problem: a statement of the problem which the paper addresses including the various social, community, and individual effects of the problem (i.e., who is affected and how are they affected, why is it a problem, etc.);

Section II - Ecology of the Problem: a discussion of the various possible causes of the problem focused not just on individual responsibility but also social and community responsibility. In other words, the discussion of potential causes should address the "ecology" of the problem, i.e., those individual, community and social factors which "drive" the problem and those which "inhibit" solutions.

Section III - Solutions: the last section of the paper should focus on innovative solutions to the problem which take into account the ecological nature of the problem, with an emphasis on prevention and empowerment oriented efforts. Sources for this section should come from a thorough review of the professional literature dealing with this social problem as well as knowledge gained from community agencies and members working to address the problem. Your paper should end with suggestions for intervention and research that arise from your critical analysis of the current situation.

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*

check out the following websites:

- Society for Community Research and Action (APA Div. 27) home page: <http://www.apa.org/divisions/div27/>
- Council of Community Program Directors: <http://www.msu.edu/user/lounsbu1/cpdca.html>
- APA's Resource Center for Rural Behavioral Health: <http://www.apa.org/rural/>
- Journal of Rural Community Psychology: <http://web.marshall.edu/jrcp//index.html>
- Community Psychology Network: <http://www.communitypsychology.net/>
- Society for Prevention Research: <http://www.oslc.org/spr/sprhome.html>

Work on this paper should begin immediately and will include the following required assignments:

1. Topic proposal and beginning bibliography (20 points):

Each student should immediately start reading about and exploring the knowledge base (i.e., professional literature) of social/community issues that interest them, as well as become knowledgeable of their community's issues. On **Thursday, September 13th**, students will turn in a one page proposal of their chosen topic to be approved by the instructor. This proposal should include a description of the topic and a brief description of the information sources that you have found and will review. A beginning bibliography containing a minimum of 5 articles/books should be listed on a second page. All references should be cited utilizing APA format.

2. Outline and annotated bibliography (20 points):

On **Thursday, October 11th**, students will turn in an annotated bibliography of at least 10 sources and a detailed outline of their proposed paper. The annotated bibliography should contain the full citation of the source (use APA style) and a brief 1-2 paragraph description written by you of the reference source. The paper outline should be sufficiently developed to provide a description of the issues you intend to address as well as the organization and scope of the paper. You will be asked to schedule a time to meet with the instructor for individual feedback and guidance following the submittal of this assignment.

3. Social/Community Problem Definition Paper (100 points):

The final draft of the paper is due **Tuesday, November 27th**. You are encouraged to turn in your paper early (i.e., approximately 2 weeks before deadline) to receive feedback and comments from the

instructor before submitting the final version. Papers will be evaluated according to the following criteria:

1. Final 10 page paper is turned in on time. Paper is neatly typed, double-spaced, 10-12 pages in length (one inch margins).
2. Sources are appropriately cited and referenced according to APA style.
3. Writing is well organized and clear.
4. Grammar, spelling, syntax and sentence construction are correct.
5. Accurate utilization and application of knowledge and theories learned in class.
6. Definition and discussion of the ecological causes and consequences of the problem issue are insightful and thorough.
7. Extensiveness of the summary of the literature integrating the ideas and research findings from various sources.
8. Quality of conceptual and methodological critique of the literature.
9. Summarization of potential future directions for research and intervention in the problem area.
10. Interesting and creative.

Important: For your own protection, you should keep a copy of all written work that you turn in.

4. Oral Presentation (80 points):

Students will be required to make a brief presentation of their paper during the last two weeks of class. This will be an informal presentation in order to share your learning with other students in class and to generate discussion on the topic you chose to examine. As part of your presentation you should prepare a one page handout which provides an outline of the main facts and themes in your paper. Your presentation will be graded primarily on clarity and focus.

C. Exams (2 @ 50 points each):

The midterm and final exam may consist of both multiple choice and short answer questions. Exams will cover the assigned readings as well as related lecture material, exercises, and any hand-outs distributed in class.

D. Class Participation (50 points)

It is important in an interactive class for all students to come to class fully prepared and ready to actively participate. Students will have to sign in to class everyday.

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 – Aug 28 & 30	Course Introduction	
#2 – Sept 4 & 6	Overview of Community Psychology	Chapter 1
#3 – Sept 11 & 13	The Ecological Model	Chapter 2 Topic proposal due
#4 – Sept 18 & 20	Prevention	Chapter 3
#5 – Sept 25 & 27	Crisis and Coping	Chapter 4
#6 – Oct 2 & 4	Social Support and Self-Help	Chapter 5
#7 – Oct 9 & 11	All kids are our kids	Part 1 Outline due
#8 – Oct 16 & 18	All kids are our kids	Part 2
#9 – Oct 23 & 25	Consultation	Chapter 6
#10 – Oct 30 & Nov 1	Program Evaluation	Chapter 7
#11 – Nov 6 & 8	Community Change	Chapters 8 & 9
#12 – Nov 13 & 15	The Changing Face of Community	Chapter 10
#13 – Nov 20 Nov 22	The Future of Community Psychology Thanksgiving Holiday	Chapter 11
#14 – Nov 27 & 29	Student Presentations	Final Draft due
#15 – Dec 4 & 6	Student Presentations	Service Learning Journal and Paper due