

PS619: Community Psychology & Social Interventions II
Winter, 2007

Class hours: Thursday 1:30 - 4:20 p.m.
Class location: 150 Albert Street

Instructor: Dr. C. Loomis, Assistant Professor of Psychology
Office: N2075H Science Building
Telephone ext: 2858
Email address: cloomis@wlu.ca
Office hours: By appointment

Required Reading:

Several chapters are used from at least five or six books and many journal articles. As we discussed in advance of the course, readings will be available to you via WebCT or in paper copy for purchase at the book store. Some of the readings will be determined by students during the course. These readings will be made available one week in advance and will be on reserve in the psychology department office.

Course Description:

Quoted from the Academic Calendar

Community Psychology and Social Intervention II (PS619 0.5 credits)

Community psychology theories, research, and applied social interventions are presented and discussed with an emphasis on the concepts of social ecology, community, diversity, and collaboration. Example topics are psychological sense of community, community capacity building, poverty, oppression, and ethics. (Prerequisite is PS614)

Contacting the Instructor:

For urgent issues call me (ext. 2858 or contact the Psychology Office, ext. 3665).

For non-urgent issues email me. I will respond as soon as possible. Please begin the "Subject" heading with "PS619:" and a description of the email content. Due to email viruses messages with blank or suspicious Subject headings, or from unknown email addresses may not be delivered or opened.

Course Goals and Objectives:

The goals of this course are to expand your thinking skills and ability and to impart knowledge about CP theory and research. Reaching the following objectives will facilitate achieving these goals:

- ❖ providing an understanding of how social interventions contributed to the development of the academic discipline of community psychology
- ❖ increasing knowledge of how CP shapes some social interventions
- ❖ linking social interventions (SIs) to theories, or understand which theories influenced historical SIs
- ❖ fostering an ability to integrate theoretical and empirical knowledge with research skills and practise
- ❖ nurturing critical thinking skills through directed reading resources, classroom discussions, and assignments
- ❖ enhancing an ability to think clearly about complex issues and to communicate these ideas
- ❖ improving writing skills
- ❖ enriching cognitive processes that lead to asking interesting and relevant questions which elaborate concepts and ideas
- ❖ engaging in learning

Course Process and Expectations:

This course is about reading, reflecting, thinking, re-thinking, discussing, and writing. The “process” of this course is an important component. In order to gain the knowledge, skills, and abilities specified in the course objectives you must engage in the various learning activities and environments of the course. A considerable amount of in-class time will be spent on discussion. You are enhancing your ability to contribute to and facilitate discussions.

Students will facilitate (or co-facilitate at their choice) classes 2 through 12, not including the classes where there is a field trip or conference symposium simulation. Facilitators guide the discussion keeping the following goals in mind: (i) **focusing**, staying on topic, (ii) **connecting** to the readings, (iii) **achieving breadth and depth** of the readings, and (iv) **summarizing the class session** both in terms of content and process.

Overview of Evaluation and Marks:

The course requirements are divided into four areas: (1) thought papers; (2) case study; (3) presentations; and (4) synthesis of knowledge and application. These requirements provide a balance between reading and discussion as well as between individual and group work to foster a solid foundation in the study of community psychology and social interventions.

1. Thought Papers (50%): There are **five (5) “thought papers”** to write for this course. These are **individual projects**. A *Thought Paper* is a written result of **your thoughtful, focused, integrative reflection** upon a collection of weekly course readings. The paper can focus upon a key question raised and left unanswered by the readings, explore contradictions in the readings, critique ideas or research presented in relation to other knowledge you possess or experiences you have had, etc. Each paper is **restricted to two double-spaced, single-sided, 12-point, New Times Roman font typewritten pages**. Marking is based primarily upon the novel **contribution of the student’s thoughts and analysis**. Each class several students will **summarize** their thought paper in class as a basis for class discussion. For this assignment you must write a thought paper for 5 of the 6 weeks indicated. Thought papers are due on WebCT Wednesday at noon. For the evaluation of this paper you will receive a written paragraph evaluating your thought paper on the characteristics specified above. An associated numerical value reflecting the evaluation also will be assigned.

2. In-depth, Case Study (20%): This assignment requires that you participate in a **group project** in which you write and present a community psychology social intervention case study. This project is a collaborative assignment across three courses (PS606, PS619, and PS625). The project has three distinct sections, theory, research, and practice. More information on the content and style of the project is forthcoming. The project is worth 20 points. You will receive three separate marks, one for each course, as evaluated by the respective instructor. Your mark in this course will be a combination of 15% of my evaluation and 5% from your peer evaluations. The guidelines for these evaluations will be distributed in class. The entire project will count as 20% of the total course mark.

3. PS619 Conference Symposia (10%): The purpose of this assignment is to allow students to select themes or topics that have not been covered in the course and to develop mastery over a sub-area of a topic while coordinating with others. This assignment simulates a conference symposium. You will participate in one symposium for two different weeks. A symposium session runs 75 minutes. The project has both **collaborative and independent** components.

For the collaborative part of the assignment students will form two teams (with four persons each) and select a theme or panel topic on which to present and coordinate the sub-areas and readings, so that each team member makes a unique contribution. The symposia teams may choose a topic of their own or one from the suggested list (see footnote c. in the Schedule and Content Table). In class we will discuss symposia themes and ensure that each is unique. Please come prepared with ideas. The teams must submit all assignment components (titles, abstracts, and handouts) on WebCT. The format for the symposia proposals will follow the Society for Community Research and Action (SCRA) guidelines for the 2007 Biennial conference quoted as follows: **“Symposia: 100 word overview that provides a synthesis of the symposium presentations plus titles and a 200 word overview for each presentation that describes the content of the presentation and its contribution to the symposium.”**

The individual part of the assignment includes the following components: (1) selecting 4 to 5 readings (articles or chapters) on a specific sub-area of the selected panel topic; (2) writing a one page (single-spaced) handout, with a separate page of the references (selected readings); (3) delivering a 15-minute presentation; and (4) responding to audience questions after all four 15-minute presentations have been heard. The handouts are due when the presentation is made. Please bring (or arrange with me) to have a copy of the handout for everyone, including your panel members.

The conference symposia assignments comprise 10% of the course grade: 5% for each symposium, marked as follows.

<i>SYMPOSIUM</i>	<i>MAX POINTS</i>	<i>ACTUAL POINTS</i>
<i>A. 200-word individual proposal</i>	<i>1</i>	
<i>B. Quality of selected readings</i>	<i>1</i>	
<i>C. Handout</i>	<i>1</i>	
<i>D. Presentation</i>	<i>1</i>	
<i>E. Responses during symposium discussion</i>	<i>1</i>	
<i>Total</i>	<i>5</i>	

4. Synthesis of Knowledge and Application (20%): This assignment is to be completed individually with no conversation, consultation, or editing from another person. There is **one final, take-home exam with one question** in this course. You will be given two questions from which you will choose one. The resource for the exam is the course reading list. You will choose one of the two essay questions presented and write a response in **maximum eight, double-spaced, single-sided, 12-point, New Times Roman font typewritten pages** (not counting references). This paper must be in APA style including citations, page numbers, references, etc. This exam comprises 20 percent of the course grade. Marking is based primarily on mastery in specific knowledge and synthesis of a broad basic knowledge and applying it to a particular social intervention. This exam is marked “blindly” that is without your explicit identification, although you may be identifiable depending upon your response. You will be assigned an “identification number” from the graduate program administrator, Rita Sharkey. Use this number as the running head in the upper right hand corner along with the “topic question” and a page number as follows: “Topic Question: School Intervention, Identification Number #, Page #”. After all papers are marked Rita will match the numbers to student names so grades may be assigned. The exam question will be evaluated as follows:

<i>QUESTION 1</i>	<i>MAX POINTS</i>	<i>ACTUAL POINTS</i>
<i>A. Commonalities</i>	<i>6</i>	
<i>B. Differences</i>	<i>6</i>	
<i>C. Choose One</i>	<i>6</i>	
<i>D. Grammar, APA Style, Formatting</i>	<i>2</i>	
<i>Total</i>	<i>20</i>	

OR

<i>QUESTION 2</i>	<i>MAX POINTS</i>	<i>ACTUAL POINTS</i>
<i>A. Understand this problem</i>	<i>6</i>	
<i>B. Develop intervention</i>	<i>6</i>	
<i>C. Steps for “buy-in”</i>	<i>6</i>	
<i>D. Grammar, APA Style, Formatting</i>	<i>2</i>	
<i>Total</i>	<i>20</i>	

Schedule and Content (Dates in **bold** indicate when an assignment is due; R: Thursday)

Week	Date	Assignments Due, Topic, & Agenda
1	R, 1/4	i. Course Overview & Negotiate Plenary Session Process ii. Concepts of Community <i>Facilitated by the instructor</i>
2	R, 1/11	i. Ecologies and Environments ^a ii. Form teams for case-study <i>Facilitated by Krystal and Suzanne</i>
3	R, 1/18	i. Defining Social Problems ^a ii. Discuss and finalize symposia themes iii. 1st Conference Symposia titles due iv. Make next week's readings available <i>Facilitated by Amanda and Keith</i>
4	R, 1/25	i. Community Case Studies Readings & Examples (Provided in collaboration w/606 & 625) ii. 1st Conference Symposia abstracts due <i>Facilitated by Tanya</i>
5	R, 2/1	PS619 1st Conference symposia simulations (5%)^c (Student/Self-Assigned Readings) <i>Facilitated by the instructor</i>
6	R, 2/8	Collaboration and Partnerships ^a <i>Facilitated by Brian</i>
7	R, 2/15	i. Community Capacity Building ^a ii. Mid-term evaluation of instructor by students ii. Make next week's readings available <i>Facilitated by</i>
Reading Week	2/19-2/23	
8	R, 3/1	i. Team Case Study Manuscript Due to PS606, PS619, PS625 (20%) 1:30 – 4:20 ii. "Service-Learning in Service of Social Justice" ^{a, b} <i>Facilitated by</i>
9	R, 3/8	i. "Workshop" Laurier CP student cases (PS606, PS619, PS625) ii. Make next week's readings available <i>Facilitated by the instructors</i>
10	R, 3/15	i. Ethics ^a ii. 2nd Conference Symposia titles due <i>Facilitated by</i>
11	R, 3/22	i. Field Trip to the Working Centre (No Assigned Readings) ii. 2nd Conference Symposia abstracts due <i>Facilitated by The Working Centre</i>
12	R, 3/29	PS619 2nd Conference symposia simulations (5%)^c (Student/Self-Assigned Readings) Distribute final exam <i>Facilitated by the instructor</i>
13	R, 4/5	i. Final exam due (20%) ii. Wrap-up, course evaluation, celebration <i>Facilitated by the instructor</i>

- A week in which a thought paper may be written: you will write 5 of 6 weeks (10% each, totalling 50%), Due Wednesday before class at noon on WebCT
- This is the title of a paper (Loomis, Davidson-Harden, & Patterson, in progress)
- Ideas for symposia topics may be student nominated or you may also choose from the following: Community advocacy, grassroots social movements, Conflict Resolution, Critical Psychology, Radical Psychiatry, Social Change, Lobbying, Dialogue & Deliberation, Public Conversations, World Café, Community Conversations, The Theatre of the Oppressed, Poverty, Racism and other forms of oppression

Important Information for Students

Ontario Freedom of Information and Personal Privacy Act (as of October 2006)

Names of students are collected by the university in order to operate both virtual and physical classroom environments. By registering in courses, students recognize and agree that their names may be divulged, both orally and in written form, to other members of the student body during activities such as taking attendance, assigning topics, organizing students for group work, assessing classroom participation, facilitating classroom discussion and organizing tutorials. Students who are concerned about such disclosures should contact the course instructor to identify whether there are any possible alternatives to such disclosure.

New Course Drop Dates 2006/2007:

September 8: final day to cancel Fall term and Fall/Winter session registration with no tuition charge (cancellation fee applies).
September 22: final day to drop 12-week and Fall/Winter course(s) or withdraw at 10% tuition charge
November 6: final day to drop course(s) or withdraw from 12-week course(s) without failure and for tuition

Examination Deferrals:

The Academic Date section of the Calendar (Printed and Web Site Versions) clearly states the examination date period for each semester. **Students must note that they are required to reserve this time in their personal calendars for the examinations. The examination period for this school year is December 7 - 21, 2006 for Fall Term, and April 9 - 27, 2007 for Winter**

Student Awareness of the Accessible Learning Office:

Students with disabilities or special needs, are advised to contact Laurier's Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Academic and Research Misconduct:

Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. Academic misconduct includes: *please refer to page 110 in the 2006/2007 Undergraduate Calendar.*

Plagiarism Detection Software:

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

