

Draft 8/29/06

**Psychology 727 - Community Psychology (3 credits)  
Fall 2006**

**Professor:** Abe Wandersman, Ph.D.

**Required text  
and readings:**

Dalton, J., Elias, M., & Wandersman, A. (2<sup>nd</sup> Ed). Community psychology: Linking individuals and communities. Stamford, CT: Wadsworth.

Additional readings related to emergency preparedness will be required to accompany certain chapters; they will be added at a later date. Many readings and supplementary materials will be available in the second floor computer room; some will be emailed.

Additional readings may also be required to supplement guest lecturers who will visit and discuss one or more of their publications (or another author's work) relevant to a particular community psychology issue, or a topic that illustrates the interaction between community and clinical psychology. As guest lecturers are scheduled, students will be given notice and assignments of related reading material. Students are expected to have these reading materials prepared prior to the guests' visits so that they may participate in class discussions with the guest regarding his or her work.

**Overview of Course:**

This graduate course is designed as an introduction to Community Psychology. It will familiarize students with the history and context of the development of Community Psychology as a field. Students will be exposed to theories and concepts central to the field, and to the potential implications for research, practice, and policy. It is also a central goal of this course to examine and explore the interactions and links between Community and Clinical psychology, fields that have become separated in name, but overlap and continue to influence one another.

Since the principles of Community Psychology require a reexamination and/or broadening of conventional theory in psychology, this course will be taught predominantly in discussion format. Some lectures will be used to introduce and orient students to material, but it is expected that much more learning, understanding, and application will occur by actively involving students in discussion.

It is imperative that when you come to class you will have read the assigned readings and are prepared to discuss them. To encourage student participation, you will be required to write weekly "questions" and journal entries (to be described below). You will also be graded

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**Class meeting** . Wed 10:30-1 . 465 Barnwell

for a written project which is designed to help students experience and apply their learning in Community Psychology.

**General Assignments & Grading:**

\* Class attendance & participation. Class participation is viewed as critical to learning and understanding the material. Readings for each class should be read prior to class and students should be prepared to discuss them. **Each week, students will be required to submit a "question" or "comment" on each reading --by Tuesday at 9am via email. (the last person should compile all of the comments in one document)** These should be based on the readings for that week, and should be in the form of questions or issues from the readings that are appropriate for class discussion (i.e., a controversial issue; a personal or professional experience, etc. Not every person's question will be discussed every week. Though it is understandable that some students enjoy contributing verbally more than other students, there are various ways in which students can contribute to discussion. Students may contribute by adding salient points, by answering relevant questions posed by the professor, or by posing important points to the discussion. Students' final grades will reflect their level of participation across the class meetings and an assessment of the quality of their questions.  
55%

- Participation in Class Project. A project related to course content is required. This will be described in class. . This will also be described in class. (45%)
- **Extra Credit.** Southeastern Eco Community Conference. There will be a regional meeting hosted by Vanderbilt U. graduate students in Nashville on September .. More information about registration will be provided.

**NOTE:** *This syllabus provides information about the major assignments and requirements of the course. Due to the nature of the course (i.e., educating citizens about their communities and relevant current events), occasional additions may be added to the requirements (or small changes made to assignments) listed within this syllabus. You will be given appropriate notice of any changes that might occur, or any changes in expectations from you. As graduate students in a rapidly evolving field, it is expected that you will be prepared to handle newly emerging activities as might be encountered by professionals in the field (within reason and recognition of the demands on your time). Further, unlike prior courses you may have taken, some flexibility and ambiguity may be apparent in the assignments for this course. Again, these are conditions encountered by professionals in the field and it is hoped that you will learn from applying decision-making skills and creativity to tackle your work.*

**Sequence of Weekly Chapter Assignments and Additional required readings**

**Note that the chapter assignments do not follow the sequence of the book. The first few weeks' chapter assignments are doubled so as to provide you with a final three weeks with no assignments other than completion of the Grant and the Journal entries.**

WEEK & DATES	ASSIGNED READINGS
<u>Week 1:</u> Aug. 30	
<u>Week 2:</u> Sept 6	<u>Chapter 1:</u> What is Community Psychology? <u>Chapter 14:</u> Program Evaluation and Program Development
<u>Week 3:</u> Sept. 13	<u>Chapter 1</u> of GTO: Needs Assessment
<u>Week 4:</u> Sept. 20	Wandersman (2003) Community science: <u>Chapter 9:</u> Prevention & Promotion: Key Concepts

<u>Week 5:</u> Sept. 27	<u>Chapter 10:</u> Prevention & Promotion: Current & Future Applications <u>Chapter 3</u> of Getting To Outcomes
<u>Week 6:</u> Oct 4	<u>Chapter 2:</u> How Has Community Psychology Developed <u>Chapter 7:</u> Understanding Human Diversity
<u>Week 7:</u> Oct 11	<u>Chapter 11:</u> Prevention and Promotion: Implementing Programs <u>Chapter 8:</u> Understanding Coping in Context
<u>Week 8:</u> Oct 18	<u>Chapter 5:</u> Understanding Individuals Within Environments <u>Chapter 6:</u> Understanding Community;
<u>Week 9:</u> Oct 25	<u>Chapter 12:</u> Citizen Participation & Empowerment
<u>Week 10:</u> Nov 1	<u>Chapter 13:</u> Community and Social Change
<u>Week 11:</u> Nov. 8	<u>Chapter 3:</u> The Aims of Community Research <u>Chapter 4:</u> Methods of Community Research Rapkin chapter
<u>Week 12:</u> Nov. 15	<u>Luke (2005)</u>
<u>Week 13:</u> Nov. 29	<u>Chapter 15:</u> Looking Ahead Shinn & Miller (2005)
<u>Week 14:</u> Dec 6	<u>Chinman et al (2005)</u> <u>Kloos (2005)</u> <u>Presentation</u>