

COMMUNITY PSYCHOLOGY (48.340) FALL 2006

TTh 2:00-3:15 BCH 304 Dr. James Dalton

In this course you will study theory, research and practice in community psychology, the area of psychology concerned with the relationship between individuals and communities. I will emphasize critical thinking, writing, group discussion, community service, awareness of human diversity, and applying concepts to community issues.

PREREQUISITES: General Psychology (48.101), Basic Statistics (48.160), and Experimental Methods (48.281). If you do not meet these, you must have my permission to take the course.

TEXTBOOK: Dalton, J., Elias, M., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd edition). Belmont, CA: Wadsworth/Thomson.

EVALUATION METHODS

EVALUATION CRITERIA

Reaction Papers (8)	40 pts.	A 360-400 pts.
Community Service Paper	30 pts.	B 320-359 pts.
Attendance/Participation	30 pts.	C 280-319 pts.
Midterm Tests (2)	200 pts.	D 240-279 pts.
Final Exam	<u>100 pts.</u>	E less than 240 pts.
Total	400 pts.	

In very close borderline cases I may award plus or minus grades.

All exam questions are from study guides that I will give in advance.

ATTENDANCE/PARTICIPATION POLICY

Community Psychology is a discussion class. I will record and grade attendance and participation. Every student begins with 24 points on this 30-point scale.

I **subtract 2** points for each unexcused absence. I will excuse absences if you bring a note documenting that you were ill, had a death in the family, or absent due to an official University activity, observance of a religious holiday, or military service. Notes must be from a health professional, clergy, University staff, or commanding officer. For illness, I do NOT need to know your illness, only that you were seen by a health professional on the day of your absence. For a death, you may provide the memorial service or funeral notice.

I **subtract 1** point per class for each of the following:

- arriving late, leaving early, or leaving the room during class (regardless of reason);
- closing notebooks or other disruption before I announce the end of class;
- reading or studying for other classes, or other tasks that interfere with attention to this class;
- holding private conversations, cell phone ringing, eating in class, or other class disruptions.

You may bring something QUIET to drink in class if you wish, but no eating is allowed.

I **add 1** point for each class in which you participate actively, through asking questions, answering my questions, and speaking in discussion. Your discussion must be constructive and meaningful to gain credit. With enough active participation, you can offset a small number of absences or other lost points, and earn up to the maximum of 30 points.

We will discuss some potentially personal issues in this class. You must decide what personal information to reveal in class or small group discussion, and what to keep to yourself.

In discussions, speak from your own experiences. Respect the experiences and views of others. Recognize that your experiences may not be the same as theirs, and that this may lead to differences in viewpoint. Recognize that you can learn from each other.

MAKEUP TESTING POLICY

If you miss a test or the final exam, **you must phone or email me before the test begins. You also must arrange with me the date and time of a makeup test.**

I will give a makeup test after the scheduled test only if the reason for your absence is illness, death in immediate family, official University activity, observance of a religious holiday, or military service. Makeup tests ordinarily will be **entirely in essay format.**

At the time of the makeup, you must bring a note documenting the reason for your absence. Notes must be from a health professional, clergy, University staff, or commanding officer. For illness, I do NOT need to know your illness, only that you were seen by a health professional on the day of the test or the day before. For a death, you may provide the memorial service or funeral notice.

PLAGIARISM POLICY

Cheating on tests or papers, and use of sources (including classmates) without citation in papers, will be penalized. Tests or papers handed in by different students with very similar sentences suggest plagiarism. Papers that copy **or paraphrase** written sources (including the textbook) without citation of source will be considered plagiarism. Penalties for plagiarism may include a zero for the assignment or a failing grade for the course. I may also inform the University of cases of plagiarism.

CLASS SCHEDULE FALL 2006

<u>Date</u>	<u>Chapter</u>	<u>Class Topic</u>
Aug. 29, 31*	1	Defining community psychology
Sep. 5, 7*	2	History of community psychology
Sep. 12*, 14	5	Community Service Plan Due: Sep. 12 Ecological concepts
Sep. 19*, 21	6	Sense of community
Sep. 26, 28		TEST 1: Sep. 28
Oct. 3*, 5	7	Human diversity
Oct. 10*, 12	(handout)	Human diversity, continued
Oct. 17*, 19	8	Coping & social support
Oct. 24*, 26	9	Prevention and promotion: concepts
Oct. 31*, Nov. 2	10	Prevention and promotion: programs
Nov. 7, 9		TEST 2: Nov. 9
Nov. 14*, 16	12	Citizen participation and empowerment
Nov. 21		Community Service Paper Due
Nov. 28*, 30	13	Community and social change
Dec. 5*, 7	14, 15	Program evaluation; Looking to the future
FINAL EXAM:	Wednesday, Dec. 13, 1-3 pm	

Note: Asterisks (*) indicate due dates for reaction papers (on the textbook chapter assigned for that week). You must turn in reaction papers in class on eight of the twelve possible dates. For Dec. 5, you must discuss both Chapters 14 and 15 in your paper.

REACTION PAPER REQUIREMENTS

The purposes of these papers are: to strengthen your application of community psychology concepts to your own life experiences; to gather your reactions to textbook chapters; and to strengthen your skills for writing short papers. Whatever your future vocational and volunteer commitments will be, writing a one-page memo with clear, documented points is an important skill.

FORMAT

Eight Reaction Papers are required, each on a chapter reading assignment. You will have eleven reading assignments; you may choose which eight on which to write papers. Each paper is worth 5 points.

Each Reaction Paper should be **one page long, typed and single-spaced**, in a readable font. Each Reaction Paper is to concern only the assigned chapter(s) for that week.

Put your **name on the back** of the page only. Write the **chapter number and title at the top of your paper. Don't** use a title page or cover.

Reaction Papers are due **in class** on days indicated in the class schedule. I will accept late papers until 4 pm on due dates, but they will be penalized two points. Papers turned in at my office by students not attending class will also be penalized two points. I will **not accept papers after 4 pm** on the due date.

I grade Reaction Papers on use of concepts from the chapter, clarity of writing, originality of ideas, spelling, and grammar. A grade of five points indicates an original, insightful, well-written paper; four points indicates good ideas and writing; three points indicates problems in either understanding the chapter or in writing; lesser grades indicate more serious problems.

CONTENT

Each reaction paper should have three parts (and five paragraphs). **Use these headings** for the three parts: **Revelations, Emotion, and Question**.

For the **Revelations** section, write three paragraphs. In each paragraph, identify and explain briefly one thing you learned from this reading. **Boldface or underline the concept** you are using from the reading, and cite the page number. Give an example from your own experiences in each paragraph. Describe each Revelation in its own paragraph, for a total of three. Make sure that your three Revelations concern different sections of the chapter.

Clearly indicate where in the assigned chapter you got your ideas, by citing the page number in parentheses at the end of a sentence. Cite only the page number; you do not need to use a complete APA citation.

In the **Emotion** paragraph, identify and explain one emotional reaction that you have to material in the chapter. Be as specific as you can, about the material and about your emotional reaction. ("Confused" is not an acceptable emotional reaction for this.) Explain your reaction briefly, especially indicating how it may be related to your experiences in communities in your own life. If you do not agree with something we say in the book, indicate why, and how your view is related to your own experiences. Feel free to disagree; it can be a good way to learn!

In the **Question** paragraph, identify one question you have about the topics of the chapter. Explain your question briefly. This is your best chance to ask about what confuses you! I will answer these questions either in the returned paper or in class. I expect everyone to have questions, and will grade this section on how clearly you state your question so that I can answer it specifically.

Proofread your paper! Especially avoid misspellings, incomplete sentences, and other grammatical errors.

I encourage you to discuss the reading with others, but **you must do your own writing**. Plagiarism will result in a zero for the paper; repeated offenses will result in failing the course.

Avoid my pet peeves. These errors especially will cost you points:

- not giving examples to support your points;
- not citing a page number for a concept or idea;
- complaining about a chapter instead of analyzing what you can learn;
- lack of paragraph breaks;
- incomplete sentences;
- mismatching singular and plural subjects and verbs;
- using "it's" to signify possession, as in "it's significance"
("it's" means "it is");
- combining "a lot" into one word (try writing "many" or "much");
- confusing "to" and "too";
- forgetting the "d" or "ed" suffixes on adjectives, as in "I am not prejudice". ("Prejudice" is a noun, "prejudiced" is an adjective.)

Some emotion words to consider. (But use your own words whenever possible!)

Surprised, interested, intrigued, curious;

Inspired, proud, happy, optimistic;

Saddened, disappointed, gloomy, pessimistic;

Anxious, fearful, wary, suspicious, nervous;

Connected or related to others, having something in common with others, sympathetic;

Embarrassed, guilty, regretful;

Annoyed, angry, irritated, resentful.

(If you experience more than one emotion about something, you can describe all of them.)

See me for help with your writing!!

COMMUNITY SERVICE REQUIREMENTS

The purposes of this requirement are to engage you in community experiences that go beyond your prior life experiences, to help you apply concepts from this class, and to strengthen your writing and thinking skills.

DEADLINES FOR COMMUNITY SERVICE

Sept. 12 Community Service Learning Plan

Nov. 21 Community Service Paper AND Community Service Log

Turn in papers in class on the due date. I will not accept late Community Service Papers.

I will accept Community Service Logs late if you arrange with me ahead of time.

GUIDELINES FOR COMMUNITY SERVICE PLACEMENT

You are required to complete 15 hours of community service, in a nonprofit community setting, performing duties that involve personal contact with clients, consumers, students, or community members other than agency staff. I encourage you to choose a placement that is likely to be different from your previous life experiences. This enhances your learning.

Staff from the SOLVE office will assist you in finding an appropriate placement. The SOLVE office is located in the Students Services Center. Their website is:

<http://departments.bloomu.edu/solve>

These placements (details are given on the website) have been positively evaluated by students in the past: Mental Health Association, Columbia Child Development, Head Start, Caring Communities for AIDS, Bloomsburg Food Cupboard (at Winona), EOS Therapeutic Riding Center, Adopt-a-Grandparent, Columbia-Montour Agency on Aging, Berwick Adult Day Care, Bethesda Treatment Center, Women's Center, Beyond Violence, SHARE Program and all other tutoring opportunities in schools, Big Brothers/Big Sisters (if you are already accepted as a volunteer for them), Danville State Hospital, CMSU Developmental Disabilities program, Suncom Industries, Special Olympics. Do not restrict your interest just to placements listed for Psychology majors. If you are interested in a setting not listed by SOLVE, see me to discuss it. Many placements require a car.

Choose an agency, contact them, and interview with a staff member in the setting to finalize your placement, duties, and hours. Make sure that you can get in your required 15 hours by Nov. 21. Complete the Community Service Plan form and give to me by Sept. 12.

Take the Community Service Learning Log with you whenever you work in your community service setting; record your service hours, and have it initialed by a staff member.

We will discuss community service experiences periodically in class.

REQUIREMENTS FOR COMMUNITY SERVICE PAPER

The text of your paper should be at least eight pages, plus a title page and references page. Pages should be typed and double-spaced in readable font, with one-inch margins all around, printed darkly enough to be clearly legible. **STAPLE** your pages together. Hand in your Community Service Log at the same time, **unstapled**.

I will grade your paper on how complete, specific and original your essay is; how well you apply community psychology concepts; and the organization, clarity, citation and referencing, and grammar and spelling of your paper. Not finishing your required 15 hours will be penalized, up to a zero on the paper.

Although you are encouraged to discuss your proposal with classmates, especially those who are working in the same community service setting, your paper must be your own work.

Quoting, paraphrasing, or using someone else's idea (whether from a published source or another student), without proper citation, is plagiarism. Penalties for plagiarism on this paper include failing the course.

In the body of your paper, when you use (even paraphrase or describe) an idea from the textbook or other source, cite that source in APA style. For the textbook, give an APA citation **and the page number(s)** you used. For example: (Dalton, Elias & Wandersman, 2007, p. 43). For other sources, you **don't** need to cite the page number. Throughout the textbook we use APA style for citations in the text and for references at the end of the book; use those as examples. If your setting has a website, read it for background information, and cite the website in APA style if you use this information in the paper.

On the title page, put the title of your paper and your name, centered in the upper half of the page.

Number all other pages in the upper right corner.

Put references on a separate References page at the end. Center its title at the top of the page, and give references in APA style for the textbook and any other sources that you used. See or email me for help if you need it! Reference the textbook as:

Dalton, J., Elias, M., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd. ed.). Belmont, CA: Thomson/Wadsworth.

Divide your paper into eight sections, each with a heading. Use a left-justified, boldface, italicized heading for each section of the paper (as I use below).

Introduction

Describe your community service setting. What is its mission? Who are the clients served there? What forms of human diversity are represented there? What were your responsibilities there?

Community Psychology Core Values

Which core values of community psychology (see Chapter 1) are emphasized in this setting? Explain which value is most important there. How are these core values put into action there? Did you observe instances in which the actions of staff or members did not match the stated values of the setting? Describe these.

Psychological Environment of the Setting

How would you describe this setting in terms of Moos' qualities of social climate (personal relationships, opportunities for personal development, system maintenance and change)? In terms of Kelly's ecological concepts: What important resources are exchanged here, by whom, and how? What personal skills are needed to adapt to this setting? Why? See Chapter 5 to review Moos' and Kelly's concepts.

Sense of Community in the Setting

Decide if the people in this setting share a sense of community. Indicate who is included and who may be excluded. Describe the setting in terms of the McMillan-Chavis qualities of community (Chapter 6): membership, mutual influence, integration and fulfillment of needs, shared emotional connection. Tell how the setting has or lacks these qualities.

Empowerment of Persons in the Setting

Does this setting foster participation in setting decision-making by its members? How? Who is included and who may be excluded in this decision-making? What forms of power are used in this setting, by whom? See Chapter 12 to review these concepts.

Strengths of Persons in Setting

List and describe a personal strength of at least one person who you met through your community service. I prefer to read about clients or citizens, not staff members, but sometimes a staff member provides a good example for this. Describe what you believe is a strength of this person for coping with the challenges he or she faces. Give specific, behavioral examples to illustrate this strength.

Personal Learning

Describe what you learned during this community service. Discuss any specific experiences or incidents that were important for your learning. Also, explain any way in which this experience changed your viewpoint about yourself, the setting or the people there, or your view of community life. Describe any values that you strengthened or changed during this experience. Describe any skills that you learned or enhanced through this experience.

Evaluation of Community Service Setting

Evaluate the setting in terms of its value for future students in this course. Indicate what was helpful for your learning, and what was not helpful. Indicate how these may be related to the psychological environment or sense of community of the setting as you discussed them earlier. Suggest ways to improve community service experiences in this setting. Indicate what I should tell future students about this setting. If you do not believe future students will benefit from service in this setting, state why.

**COMMUNITY SERVICE PLAN
Fall 2006**

YOUR NAME: _____

SETTING FOR COMMUNITY SERVICE: _____

SUPERVISOR or CONTACT PERSON: _____

Please describe your duties briefly as you understand them:

FINAL EXAM: TAKE-HOME ARTICLE ANALYSIS

You must hand in this take-home paper at the final exam, 1 pm, Wednesday, December 13. NO late papers will be accepted. This take-home paper is worth 30 points.

The purpose of this take-home assignment is to read and analyze an article on diversity challenges in community research and action, from a special issue of the *American Journal of Community Psychology* (June 2006, vol. 37, numbers 3-4). This journal is available in Andross Library, or you may see me to make a copy of one article. I will hand out the issue's table of contents for you to review article titles.

Choose one article to analyze for your paper; inform me of your choice by Nov. 30. Do NOT choose the first or last articles by Bond and Harrell. Have a several options ready; I will NOT allow more than two students to choose the same article.

Your paper must be typed, single spaced, and its body should be about four pages long. Include a title page containing only the full reference in APA style for the article that you are analyzing. Put your name only on the back of the paper, NOT on the title page. STAPLE the paper. You do NOT need to hand in a copy of the article with your paper.

You are welcome to discuss your ideas with other students, but make sure that the ideas in your final paper are in your words. If papers are too similar, I will investigate them for plagiarism.

I will grade your paper on how complete, specific and original your essay is; how well you apply community psychology concepts; and the organization, clarity, citation and referencing, and grammar and spelling of your paper.

When you quote or paraphrase the article that you are analyzing, cite the page number only in parentheses. If you quote or paraphrase any other source, including the textbook or another student's idea, you must cite that source in your paper in APA style, and include a references page in APA style. See the textbook for examples of APA citation and referencing style.

Divide your paper into four sections, with the headings as I indicate below.

Article Summary

Describe the persons, setting(s) and cultural group(s) described in the article. Indicate which dimensions of diversity were involved in the article (see the list that begins Chapter 7 of the text, or choose other dimensions).

In further paragraphs, explain in detail the principal topics, themes or findings of the article.

Article Author

Describe the status and activities of the author(s) during the period covered in the article. Describe in detail one lesson that you believe the author(s) of the article learned from their experiences. Indicate why that lesson is interesting or significant.

Difference and Power

Describe in detail one important difference, challenge or conflict in the community or setting described in this article. Explain the forms of power involved (from Chapter 12 of the textbook, or others mentioned in the article). Explain how historical, cultural, societal, political or organizational forces were involved. Explain how the community dealt with this difference/challenge/conflict.

Personal Revelations

Define and describe in detail (one paragraph each) two personal revelations or things that you learned from reading this article. Explain how or why these ideas were interesting or significant for you. Explain at least one emotion you experienced in reading this article. (This section is similar to the Revelations and Emotion sections of Reaction Papers during the semester.)