

420 Community Psychology Course Outline
Winter 2013

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Office:
Office hour: by appointment

Time: 5:00 - 7:30 pm Tuesdays
Location: AERL 120 - 2202 Main Mall

Course Description: This course provides an overview of the principles, methods and topic areas of Community Psychology. Community Psychology is concerned with promoting wellness and alleviating social and mental health problems by focusing on the relationships between social contexts and individuals. Although disadvantaged groups have been the main concern of Community Psychology, the understanding and development of healthy communities is increasingly emphasized. General themes such as ecological/structural analysis, stress, social support, prevention, social action and program evaluation will be examined in relation to specific topic areas such as homelessness, poverty, discrimination, severe mental disorders, violence, immigration/cultural adaptation, health promotion and neighborhood development.

An essential component of the course entails engaging in a minimum of 20 hours of community service learning. Participation in a social service setting allows a student to integrate academic learning with community involvement. Most placements are facilitated by the Dept. of Psychology and the UBC-Community Learning Initiative. Students will be expected to thoughtfully reflect on their experiences and share their gained knowledge and experiences with the class.

It is presumed that students will be active participants in class and will help create our own community that will outlive the duration of this section of the course.

Learning Objectives:

- 1) Consolidate an understanding of the field of Community Psychology including the differences between community versus individualistic approaches to understanding and promoting human welfare

- 2) Develop the ability to apply principles of Community Psychology to understanding and assisting with a variety of social issues, settings and organizations
- 3) Improve ability to critically appraise social science literature and communicate your analyses
- 4) Integrate theory and research findings with practical experience into new insights about self, society and social service.

Format of Course: The earlier classes will be led by the instructor while later classes will entail greater student leadership. Ample discussion time will be allotted for each class. Guest speakers will illustrate topics using local and international examples. The class time will introduce topics, cover major points and lead to discussion. Do not expect the lectures to fully cover the required readings upon which examinations are based. The community service requirement allows this course to spend less time on lectures and classroom work. See the calendar below for timing and duration of each class.

Community Service Learning: All students must undertake a placement in a community setting for a minimum of 20 hours. Each student will keep a log that tracks hours at the setting. The log will be signed off by a staff member at that setting to verify completion of at least 20 hours. Although you are required to undertake this service in a serious manner, it is ultimately the *thinking that you do about it as a Community Psychology student*, not the service itself, for which you will be evaluated. Even if the community work does not go as you had planned, you can still produce a reflective, critical theoretical assessment of the experience. In these settings, you will engage in activities appropriate to your role as a volunteer. You are not engaging in a practicum. Rather, the involvement will allow you to pursue an area of interest (e.g. homelessness, neighborhood support, after school programs, poverty, cultural adaptation/immigration, crime, health promotion, early intervention, workplace wellbeing, etc). The course will complement your experiences and provide you with some perspectives to assist your learning from participating in these settings. If you already engage in a volunteer position, and wish to continue please speak with the TA about its suitability for this course.

A variety of settings have been made available with the assistance of the UBC-Community Learning Initiative and the Dept of Psychology. The huge jump in enrollment for the course in 2013 has challenged our ability to secure placements for everyone. If you have an interest that you wish to pursue but it is not covered by the placements we found, please talk with the TA about your choice(s). We encourage students to seek out

opportunities that appeal to their interests. Details regarding each setting generated by UBC-CSL and the Dept of Psychology will be distributed on the first day of classes and will be posted on the department web site. You will email your first three choices to the TA by January 10, 2013 and will be informed of your match by the TA on January 15, 2013. One setting, the Canucks Autism Network (max 6 students) requires sign-up by end of day January 9, 2013, so students must decide on that almost immediately. The course TA will arrange matching and act as a liaison between settings and students. If a student needs assistance regarding a setting, she or he should first discuss the matter with the TA.

Required Reading

Textbook - Kloos, Hill, Thomas, Wandersman, Elias and Dalton. Community Psychology : Linking Individuals and Communities. Third Edition. Wadsworth 2012. Available in bookstore

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Psychology Department's Policy on Grade Distributions and Scaling

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

Marking

Mid-Term Exam	25%
Final Exam	25%
CSL Paper	40%
Seminar/poster presentation	10%

Policies

Late Assignments - The paper is due at the end of class on April 2. Failure to submit the paper on time will result in 7% of the value of the paper deducted for each day up to a total of 3 days. Late papers should be submitted to the TA. Papers will not be accepted after 4:30 on Friday April 5, 2010.

Exams - Examinations may not be re-written. Make-up exams will not be given. If the midterm is missed, then the final exam will count for double (i.e. 60% of the course mark).

Posters - Failure to present a poster or give a presentation will result in a loss of the available 8%. The other 2% can still be earned by attending the presentations given by other students. These marks are being given to encourage good support for each other's presentations.

Calendar 2013

Date	Topic	Hrs	Reading for this week
Jan 8	Introduction to Community Psychology and its Guiding Principles -Community Service Learning intro (Placement choices made by Jan 10 to TA)	2.5	Chap 1,2
Jan 15	History of Community Psychology Values in Psychology, Ecological Analysis - (placement matching completed)	2.5	Chap 2, 5, Chap 14 pages 472-478
Jan 22	Stress, Coping, Social Support - Strengths Perspective (To Be Confirmed-Dr. Gilbert workplace MH)	2.5	Chap 8
Jan 29	Understanding Community --(seminar/poster planning finalized with TA)	2.5	Chap 6
Feb 05	Diversity - CSL check in -	2.5	Chap 7,
Feb 12	Mid-term Exam weeks 1-5	1.5	
Feb 29	Midterm Break		
Feb 26	Social Change - power, policy and partnerships (guest speaker)	2.5	Chap 11-12
Mar 5	Prevention, Early Intervention CSL check-in (guest speaker)	2.5	Chap 9 Chap 10
Mar 12	Methods, Program Evaluation and Program Development	2.5	Chap 3,13, Chap 4 pp 104-124
Mar 19	Poster/presentation Session 1 -	2.5	
Mar 26	Poster/presentation Session 2 -settings	2.5	
Apr 02	Poster presentation Session 3 - Lecture - Looking Ahead Final paper due	2,5	Chap 14 Pages 462-468
Apr	Final exam	1.5	

Exams

Two exams will be given. Each will consist of a mix of multiple choice and written answers. The final exam will cover the material from the mid-term to the end of the term.

Poster Sessions/Seminars

In addition to ongoing discussion throughout the course, three classes will be devoted to sharing community experiences. Students who are the sole person from the course in a setting will present a poster that would take about 5-7 minutes to read/or explain to a visitor. When more than 2 students work in a setting then they may elect to either present a talk or a poster. Each student will work with the TA to determine on which week a poster or talk will be presented. Only 4-5 verbal presentations (7 minutes long) can be accommodated for each class of presentations. Class size in 2013 will necessitate group presentations. Students who are sharing a setting may collaborate on their posters/presentations. These collaborations will require the group (i.e. of three students or more) to produce a verbal presentation to the class. If a student does not wish to collaborate with their fellow students from the same setting, then he/she may present a poster. The majority of these classes will be taken up in reviewing the posters and listening to the presentations while discussions will take up the remainder of each class.

Both forms of presentation require a general description of the setting of the community organization, the activities you engaged in at the setting, the goals of the setting/organization, why these goals are important (e.g. what factors lead to the necessity of homeless shelters), your impressions of how the organization is fulfilling those goals and what data upon which you are basing your conclusions and, finally, any concluding statements (e.g., personal reflections about the topic, your reactions or anything else that you found important and worth sharing with your classmates). Your chance to do a more in-depth analysis using more Community Psychology principles will occur in the term paper. Note that 2 marks are given for attendance on days you are not presenting (i.e. 1 mark for each day you are not presenting).

Marking for Presentations or Posters

Grading value	- 10%
Content (coverage and quality)	- 5%
Presentation (style, persuasiveness and appeal)	- 3%
Attendance on days when not presenting	- 2%

Paper

Grading value - 30%

The paper consolidates three elements: principles of Community Psychology, what you learned from the placement, and knowledge about a topic (the topic will usually be about the mission of the organization such as prevention, poverty, or homelessness). The paper should be about 2500 words long excluding references and the optional feedback section about the setting. The paper will be graded according to the following criteria:

Content = 80%
Style and clarity = 20%

About 1/3 of the length should be on Mission Rationale/Background (i.e. the topic area) as it is worth about 1/3 of the content mark. This section will require you to do some research about your topic area. You need to do enough research to communicate to your reader the background of the topic and the rationale for the existence of the setting. For example, to answer why temporary shelters needed you need to research academic and government publications concerning homelessness and its effects and how shelters are useful or not.

About half of your content mark will be based upon the originality and mastery with which you integrate concepts covered in class and in the text with the experiences or observations that you have in your community setting (points C, D and E below). Other areas specified below should also be addressed. Do not write more than a short paragraph on the Introduction as that will be covered in your posters or presentations.

At the end of your paper you may also include a short section that evaluates the setting and describes whether or not you think that it will be a valuable setting for future students in this course, and why. An additional mark will be awarded for completing this section.

Style and clarity will make up 20% of the mark you receive. The ideas, insights, and observations that you share in your paper can only be valuable if they are expressed clearly. This is true for all academic writing. You do not need to worry about following every single APA formatting guideline; that being said, please follow APA format for your in-text citations and references, and please use double-spaced 12-point font.

The paper will be marked out of 100 (20 for style and clarity), and should address the following (content marks for each section are listed in brackets):

A) Introduction (4 marks)

Describe your community service setting. What is its mission? Who are the clients served there? What were your responsibilities there?

B) Rationale (25 marks)

What evidence exists for the need for this type of service or activity or organization? Describe from the social science or other literature some background to the problem, any relevant theory, what approaches have been tried and with what results?

NOTE: Parts C and D will vary according to the setting and your experiences and interests - (36 marks)

C) Community Psychology Core Values

Describe - Which core values of community psychology are emphasized in this setting? How are these core values put into action there? Do the actions of staff or members match the stated values of the setting?

D) Theoretical Analyses

Describe this setting in terms of concepts covered in class and in the textbook. You may wish to analyze this setting in depth using just one or two of the concepts covered in the course or you may find it useful to relate it to several models or concepts. It's your choice as this section allows you to demonstrate your theoretical understandings. Decide if the people in this setting share a sense of community. Have you noticed any aspects that are enhancing or retarding empowerment? You may wish to develop an analysis of power within the organization, discuss diversity, present appropriate models of stress and social support etc to complement your analyses.

E) Evaluation of Community Service Setting (6 marks)

Is the organization fulfilling its mandate? What evidence exists to support your conclusion? Is this quantitative or qualitative? Are there efforts by the program to engage in program evaluation? Are there areas of a program evaluation that were not assessed that you believe might be helpful? If no program evaluation has been done, briefly describe what variables you would want to examine and why. Then describe how you might proceed to do the program evaluation.

F) Personal Learning (9 marks)

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 strengthened through this experience.

(G. optional - added to end of paper-(one extra mark). Evaluate the setting in terms of its value for future students in this course. Indicate what was helpful for your learning, what was not helpful and in what ways community service experiences in this setting could be improved.

Total: 100 marks content= 80%

Community Service Log

Student:

Setting:

Brief description of activities you will be doing:

Students: When you work in a setting, record how many hours you worked and get a staff member to verify them.

Staff Members: Thank you for supervising this student's community service. If you have any questions or concerns, please call contact the TA first:

Kirby Huminuik
[hi kirby@hotmail.com](mailto:hi_kirby@hotmail.com)

The UBC-Community Learning Initiative contact for the course, Heather Turnbull, is at: hturnbull@exchange.ubc.ca

STAFF PERSON Signature verifying student completed sufficient hours
