

# Community Psychology

Course # 47.255 Fall 2010

Section 202: Tuesday, Thursday, 11:00 AM - 12:15pm

Section 203: Tuesday, Thursday, 12:30 PM - 1:30pm

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Course Webpage: <http://faculty.uml.edu/ntran>

## Required Text

*Community Psychology: Linking Individuals and Communities, 2nd Edition*

By: James H. Dalton, Maurice J. Elias, & Abraham Wandersman

Published by: Thomson Wadsworth in 2007

ISBN: 0-534-63454-0

## Course Description

This semester, students will be introduced to the field of community psychology, which focuses on collaboration research with groups of people, in a way that is both appropriate for them and meets their needs. The purpose of this course is to provide an overview of the history and development of Community Psychology. Additionally, students will be exposed to key concepts and values associated with Community Psychology, as well as examples of Community Psychology in action. We will read about, research, and discuss major topics in the field, including the ecological framework, diversity paradigms, social change, and empowerment. We will work individually and collaboratively throughout the semester in class and in the field. You will work individually and collaboratively on assignments designed to 1) encourage your application of course concepts to your own experiences, and/or 2) increase your awareness of organizations aimed at improving quality of life in your local community.

## Teaching Philosophy

I believe a good teacher conveys information to her/his students and engages them in the material. Consequently, I will teach students the course content and show students how to apply what they learn to the world around them. I expect students to come to class prepared to learn and ask questions. I also expect students to do the work that is required of them in order to get the full course experience.

## Attendance

Attendance is assumed. You are responsible for lecture material that is covered in each class. No make-up opportunities will be provided for missed In-Class Activities. If you miss class, it is your responsibility to get the notes, handouts, homework assignments, and/or other announcements from your fellow classmates. It is your responsibility to submit hard copies of your assignments to my mailbox with a timestamp from the secretary prior to the start of class on the due date.

**Communication Policy:** E-mail is a great way to get in touch with me regarding any questions you have about the class. Please allow enough time for me to receive and respond to your e-mail. ***In most circumstances, I will do my best to respond within 24-48 hours.*** If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail. Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you make an appointment to speak with me in person. Before sending me an e-mail, please ask yourself: Can I answer this question myself (e.g., information is available on syllabus or course webpage).

## Course Requirements

### **Class Participation (16%)**

Throughout the semester, you will have the opportunity to participate activities that help to demonstrate and engage you in material discussed in class. Assignments will range between take from home quizzes and in-class activities to watching a movie and writing up a summary. More details will be provided throughout the semester.

### **Exams (40%)**

There will be two exams: one midterm and one final. Each exam will be worth 50 points. The exam will be comprised of 50 multiple-choice questions. Students will receive a study guide one week before each exam.

### **Semester-Long Project: Create a Community Intervention (44%)**

The community prevention/intervention project is a semester-long project that will lead up to a final presentation. For this project, you will pick a problem or issue pertaining to your community (UML). Students will create small groups of 4-5 students. Each group will address one community issue (e.g., students feeling isolated on campus, student/teacher motivation issues, class scheduling issues, financial aid issues). However, students will develop their own intervention/prevention program to address the community issue. While groups will work as a team, each team member will submit their own work. The only exception will be the (1) Topic Proposal. Additional information will be provided in class. Five assignments comprise this project:

- (1) Topic Proposal: Pick a problem/ issue/ area on campus that you feel needs improvement
- (2) Assess issue & identify key stakeholders.
- (3) Interview key stakeholders
- (4) Create a logic model for why your program should work/ design a program.
- (5) Final project: propose an intervention or prevention program that would help.

## Course Grading

I will calculate final grades for this class using the number of points earned. Standard math rounding applies: 88.5=89, 88.4=88 without exceptions.

		Due Date	Points	% of Grade
Class Participation		Throughout	40	16
Semester Project	Project Proposal	9/19	10	4
	Problem Assessment	10/7	25	10
	Key Stake Holders Interviews	10/28	25	10
	Logic Model	11/16	25	10
	Final Presentation	11/18 - 11/30	25	10
Midterm		10/19	50	20
Final Exam			50	20
		<b>TOTAL:</b>	250	100%

**Policy on Late Work & Missed Exams:** Except in emergencies (i.e., family or health crises), assignments will not be accepted more than one week after the due date. One point will be deducted for each day the assignment is late (including weekends). If you miss an exam without an appropriate excuse, you may make-up the exam within one week. However, you will be giving an exam comprised exclusively of short answers and fill in the blank questions.

**Re-Grading Policy:** Students who are dissatisfied with their grade on an exam or assignment should first discuss the grading with the TA. If you are unsatisfied with the explanation and would like a re-grade, I will re-grade the assignment in its entirety. The re-graded paper will be the final grade, even if it is *lower* than the original grade.

It will be your responsibility to keep track of your scores. Be sure to keep copies of all of your graded assignments in case any discrepancies arise. If you notice that a score has been incorrectly entered, you must show the original paper with the correct grade to your TA or instructor by Monday of finals week. If you are unable to produce the graded work, you will receive the entered grade.

**Cheating & Plagiarism:** This is a friendly reminder about cheating and plagiarism—don't do it. Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is below:

<http://www.uml.edu/admin/registrar/academicrules/academicdishonestycheatingandplagiarism.htm>

**Accommodations:** Any student who may need an accommodation for a disability at any point in the term should make an appointment to see me within the first two weeks of class. I am willing to provide assistance and preserve confidentiality where and when it is necessary and/or appropriate. Students should register with the UMass Lowell Office of Disability Services to receive these accommodations

### **Campus Resources**

To inquire about class cancellation due to weather, call (978) 934-2121

The **Centers for Learning and Academic Support Services (CLASS)** provide a range of services that may be helpful to you in accomplishing your academic coursework. The Center has offices on both South (O'Leary Library, 3<sup>rd</sup> Floor) and North (Southwick, Room 308) Campuses. Tutoring, career planning and a computer lab are free and available to all students on a drop-in basis or by appointment. Their website is <http://class.uml.edu>

The **Office of Disability Services** offers a number of support services related to various types of physical and learning disabilities. The Office of Disability Services is located in McGauvran 363, South Campus. Questions about services for students with learning disabilities should be directed to Dr. Chandrika Sharma, (978) 934-4574. Questions about services for students with physical, psychological or psychiatric disabilities should be directed to the counseling Center, (978) 934-4338. Their website is <http://www.uml.edu/student-services/disab/>

The **University Libraries** have lots of resources and well-trained staff to help you learn to find a book, do a search for materials, etc. There are three libraries: O'Leary on South Campus, Lydon on North Campus, and Center for Lowell History (in the Patrick J. Mogan Cultural Center). Services offered by the library include: individual reference desk assistance, one-on-one consultations by appointment (call the north campus library, Lydon Reference at 9978) 934-3213 or the south campus library, O'Leary Reference at (978) 934-4554), library workshops, and tours (scheduled throughout the semester). Their website is <http://library.uml.edu/home/>

The **Counseling Center**, located on the 3<sup>rd</sup> floor in the McGauvran Student Center on South Campus, provides confidential mental health and counseling services free to all students. The overall goal of the Counseling Center is to provide counseling services, information, consultation and referrals to assist students in their own personal and academic success. When necessary, referrals for outside specialized mental health services are also provided. There are some constraints on the number of visits available, but most students find they are able to address their concerns adequately without extending these. In fact, the majority of students who use counseling services find that they are able to clarify their feelings, concerns, and options in only one or two meetings with a counselor. Their website is <http://www.uml.edu/student-services/counseling/>

Note: Career Counseling is provided through the Career Services Office in Southwick 205. Call them at (978) 934-2355. Their website is <http://career.uml.edu>

## Tentative Course Schedule

Week	Date	Topics	Readings/Assignments
1	Thurs, Sept. 2	Syllabus Introductions What is Community Psychology?	Ch 1 Opening Survey
2	Sept 7	Development of Field	Ch. 2
	Sept 9	Aims of Community Research	Ch. 3
3	Sept 14	Research Methods – Qualitative	Ch. 4
	Sept 16	Research Methods – Quantitative	Ch. 4 <b>DUE: Project Proposal</b>
4	Sept 21	Individuals within Environments	Ch. 5
	Sept 23	Communities	Ch. 6
	Sept 28	Human Diversity	Ch. 7
	Sept 30	Oppression & Liberation	Ch. 7
5	Oct 5	Identities	
	Oct 7	Acculturation	<b>DUE: Problem Assessment</b>
6	Oct 12	<b>Monday Schedule NO CLASS</b>	
	Oct 14	Midterm Review	
7	Oct 19	<b>Midterm</b>	
	Oct 21	Coping & Social Support	Ch. 8
8	Oct 26	Prevention & Promotion	Ch. 9
	Oct 28	Prevention & Promotion: Application & Implementation	Ch. 10-11 <b>DUE: Stake Holder Interview</b>
9	Nov 2	Citizen Participation & Empowerment	Ch. 12
	Nov 4	Social Change	Ch. 13
10	Nov 9	Catch-up/Group Work Day	
	Nov 10 (Make-up Veteran's Day)	Program Evaluation & Program Development	Ch. 14
11	Nov 11	<b>Veteran's Day NO CLASS</b>	
	Nov 16	Future of Community Psychology	Ch. 15 <b>DUE: Logic Models</b>
12	Nov 18	Group Work Day	
	Nov 23	Presentations	
13	Nov 25	<b>Happy Thanksgiving NO CLASS</b>	
	Nov 30	Presentations	
	Dec 2 (Last Day of Class)	Review Day	
	<b>Final Exam</b>		