

**PSY 270: Community Psychology
Summer Session II 2013**

Course Information

Course Meetings: MoTuWe 12:40-2:30 7/1-8/15, Psychology Building, Room 119

Instructor: Ms. Jennifer Lawlor (lawlorje@msu.edu)

Office Hours: Tuesdays 9:30-11:30, Psychology Building, Room 238

Required Text: Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

Supplemental readings will be added to D2L over the course of the semester.

About the Instructor: Jennifer Lawlor is a graduate student in ecological-community psychology at Michigan State University. She is passionate about the field of community psychology and has research interests in community systems change, substance abuse, and community food access/security. She is enthusiastic about teaching and learning and can't wait to experience this class with you!

Approach to teaching

"To teach is to engage students in learning...The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge" (Christensen, Garvin, & Sweet, 1991, p. 1).

"Learners need to be empowered to think and learn for themselves. Thus, learning needs to be conceived of as something a learner does, not something that is done to a learner" (Fosnot, 1989, p.4).

Course Overview:

This class will provide an introduction to the field of community psychology. This area of psychology examines how people are linked with their social and physical environments, and is concerned with the scientific study of social problems and their solutions. In addition to looking at how community psychologists study and think about relevant social problems, we will also be exploring how they actually apply their research to actions aimed at improving people's lives.

Course Objectives:

Students will:

1. have a basic understanding of the history and development of the field of community psychology.

2. learn approaches to understanding root causes of social problems and methods for conducting research in community settings.

3. understand the core values of community psychology and be able to apply them to understand community problems, assets, and change.

Assignments & Grading

Quizzes (15%):

We will have three quizzes intended to assess your overall knowledge of course material. Questions will be pulled from the course readings as well as lectures and question will be primarily short answer and multiple choice. The quizzes will be evenly distributed throughout the semester and will not be cumulative, but may ask you to use theories/concepts discussed earlier in the course in order to explain more recent content.

Literature Review paper (20%):

You will be conducting a literature review on a topic of your choosing within the field of community psychology. The paper should be approximately 5-7 pages in length and will assess three articles from community psychology journals around your topic. Students will be provided with a rubric with further instructions and point breakdowns for the paper.

There will also be 3 graded check-ins for the paper throughout the course of the semester. The first will be at the start of the second week (7/8/13), when students will need to submit their chosen topic to the instructor for approval. The second will be at the start of the fourth week (7/22/13), when students will need to submit prevalence information to the instructor. The third will be at the start of the fifth week (7/29/13), when students will need to submit the abstracts from their three articles. Each of these check-ins will be worth 2 points toward the final grade on the paper and provide a way for the instructor to provide some preliminary feedback to support student success on the final paper.

Service Learning (20%):

1. All students will be required to engage in 8 hours of service learning with a community partner. Community partners will present to students on the first day of class regarding available service opportunities. You will then sign up for a site and a time to engage in service learning. Students already doing service at a community site or wanting to do service at a site of their choosing should talk to the instructor by the end of the first week of class about the level of fit of their site with the course content.

2. Students will be required to write a 4-5 page paper describing their experience, lessons learned, and connecting their service learning work back to course materials. This paper will culminate the service learning experience. We will also engage in discussions and activities throughout the semester to make meaning of the service learning experience within the context of community psychology. Students will be provided with a rubric with further instructions and point breakdowns for the paper.

In-class Activities (15%):

We will engage in a number of in-class activities throughout the course of the semester. These activities will range from individual responses to questions regarding course material to group activities. Your lowest activity grade will be dropped. Because I'm dropping the lowest grade and these activities are specific to what we are doing in class on the day they are assigned, I will not allow students to make up missed in-class activities.

Make-ups and Late Assignments: There will be no make-ups on the quizzes unless students have a documented emergency (i.e. a note from a doctor). Papers must be turned in to D2L before the start of class on the day that they are due. Late papers will lose 25% for each day that they are late after the due date. Any papers turned in more than 3 days late will not be accepted.

Assignment:	Percent of Grade:
Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Literature Review Paper	20%
Service Learning Requirement	20%
In-class Activities/Reflections	15%
Total:	100%

Formula for Calculating Grades:

Final Grade = (Quiz 1 Grade * .15) + (Quiz 2 Grade * .15) + (Quiz 3 Grade * .15) + (Literature Review Grade * .20) + (Service Learning Grade * .20) + (In-class Activity Grade * .15)

Grading Scale:

Final Percentage:	Grade:
90-100	4.0
85-59	3.5
80-84	3.0
75-79	2.5

70-74	2.0
65-69	1.5
60-64	1.0
55-59	.5
< 59	0

Instructor Expectations

Respect: Over the course of the semester, we will have many opportunities to engage in discussions of social problems, current events, and pressing issues in psychology. It is imperative that we create an environment where everyone feels comfortable sharing their perspective. Thus, the most important rule for class is that we all respect each other.

Preparation: I expect that students will complete the assigned readings prior to coming to class and will be ready to engage with their peers.

Cell phones: If you need to take a phone call or respond to a text message during class, please step out of the classroom, so that your peers' learning will not be disrupted.

Food: I know that our class falls during lunch time. Research shows that students learn better when they're properly nourished, so feel free to bring a snack to class, but please be respectful of the instructor and your fellow students with regard to any noisy or smelly food.

Academic Integrity

Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.) Therefore, you are expected to complete all course assignments and exams without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Commercialization of lecture notes and university provided course materials is NOT permitted in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Accommodations

Students with accommodations for disabilities should provide an RCPD visa to set up an appropriate accommodation. Students can also contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).

Course Calendar

The following calendar represents a general overview of readings and due dates throughout the course. The instructor reserves the right to adjust the schedule as necessary throughout the semester.

Week 1: Introduction to Community Psychology & History of the Field

7/1 Intro./Syllabus/Service Learning Information

7/2 Reading: Chapter 1 & 2

7/3 Reading: Chapter 7

Week 2: Diversity & Oppression

7/8 Reading: Chapter 7 & McIntosh (1989)

7/9 Reading: Ryan (1976)

Assignment: Literature Review Check-in 1 Due

7/10 Quiz 1

Week 3: Ecological, Stress & Coping, and Community Perspectives

7/15 Reading: Chapter 5

7/16 Reading: Chapter 8

7/17 Reading: Chapter 6

Week 4: Research Methods & Prevention Perspective

7/22 Reading: Chapters 3 & 4

Assignment: Literature Review Check-in 2 Due

7/23 Reading: Chapter 9

7/24 Quiz 2

Week 5: Citizen Participation, Empowerment, & Change

7/29 Reading: Chapter 11

Assignment: Literature Review Check-in 3 Due

7/30 Reading: Chapter 12

7/31 Reading: Chapter 13

Week 6: Community Development and Community Change

8/5 Reading: Foster-Fishman et al. (2006)

8/6 Reading: Chapter 15

8/7 Assignment: Literature Review Paper Due

Week 7: Catch-up & Review

8/12 Reading: TBD

8/13 Reading: TBD

8/14 Quiz 3

Assignment: Service Learning Hours & Paper Due