

COURSE SYLLABUS

Psychology 553	Instructor: Craig C. Brookins, Ph.D.
<i>Principles and Practices of Ecological-Community Psychology</i>	Office: 726 Poe Hall AND 107A 1911 Building
3 Credits	Office Hours ¹ : Wed. 2:00 - 3:30 p.m.
Spring, 2009	Phone: (919) 515-7518 / 919-882-0990 (fax)
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Introduction

Ecological-Community Psychology is an area of study, research and action that cannot be adequately covered in one academic semester. This course is therefore a primer. The course is designed to provide students with opportunities to develop and refine their thinking about social problem solving and community research methods. The focus will be on introducing the student to the historical and conceptual foundations of ecological and community psychology. Special emphasis is placed on developing social problem definition competencies that will provide a foundation from which to engage in further practice or research in the field.

Supplemental Web Page <http://vista.ncsu.edu> (Blackboard)

This web page will be used for a variety of communications for the course. It will contain class handouts, updated course information, the course syllabi, and schedule changes. You will also be able to communicate with the instructor as well as other students through this web page. Unless otherwise indicated, all assignments should be submitted on Blackboard Vista. In addition to this course syllabus, all class assignments will be identified on Blackboard Vista in ***Weekly Modules***. Students should check frequently as there may also be supplemental readings and other audiovisual materials available.

Required Text & Readings

1. Nelson, G. & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and wellbeing*. New York: Palgrave.
2. Reich, S. M., Riemer, M., Prilleltensky, I. Montero, M. (Eds) (2007). *International Community Psychology: History and Theories*. New York, Springer.
3. Readings found on:
 - a. Blackboard Vista (vista.ncsu.edu)

¹ And by appointment.

- b. *ELECTRONIC RESERVE* in the D.H. Hill Library and online at:
<http://www.lib.ncsu.edu/reserves/>

- 4. *Selected Videos to be reviewed include:*
 - a. An Ounce of Prevention
 - b. *Back Wards to Back Streets*
 - c. *Empowerment and Social Justice: Values, Theory, and Action*
 - d. *The Old Man and the Storm*
 - e. *Rage for Democracy*

Course Requirements

<i>Points</i>	<i>Assignments and Activities</i>	<i>Description</i>
15	Class Attendance & Participation	<p>See below for university policies. All students are expected to attend and participate in each of the scheduled 15 classes and the final exam period at which student presentations will be made. Attendance simply means your body is in a seat. Participation is judged by the instructor and includes attentiveness and active engagement in class discussions, asking questions, and interaction with class members.</p> <p>Students will be allowed one unexcused absence without penalty. Students will lose both attendance and participation points for <i>all subsequent unexcused absences</i>. This policy is enforced even for students who register in the course late. If you miss the first or second day of a course, these absences will count in your overall total of absences.</p> <p>According to university policy, instructors are required to notify students at least 45 Minutes prior to class if it has to be cancelled. Students are encouraged to check their e-mail periodically each class day.</p>

5	"My Community" Assignment	<p>This course will introduce the definitions, background, and current theories and practices of community psychology. You will repeatedly read and hear that people are part of communities (in addition to being individuals, family members, biological organisms, etc.). Community psychologists have substituted a psychology of the person with a psychology of persons-within-communities and the concept of "person-environment-fit." For community psychologists, community is not simply the town in which you live, but also the roles, systems, and relationships that organize our communities. To understand these concepts, your own experience provides a useful case study of community membership.</p> <p>This initial assignment is designed to help you understand yourself as a member of multiple communities and to consider the way the setting within which you live contributes greatly to who you are, how you feel and how you behave. Write a 2-3 page autobiographical essay focusing on yourself as a community member of various sorts and the impact of that membership on your state of well-being. Think about the following questions as you write your essay: (Due January 14th)</p> <ul style="list-style-type: none"> • What communities were you born into? • What communities are you now a part of? • What does it mean to be a part of these communities? • How does being a member of these communities influence your well-being? • What are the characteristics of communities that enhance your sense of well-being? • What is your image of the ideal community for you?
14	Online Textbook Summaries (7 Total)	<p>The entire Nelson & Prilleltensky textbook will be read for this class. Students are required to submit ten (10) online reviews and critiques of selected sets of the readings. These reviews correspond with class discussions and lectures and must be submitted ONLINE by the due date indicated. Late submissions will be accepted but penalized ½ a point. Each review is worth 2 points and will be graded according to the rubric indicated below. The instructor will also generally provide feedback on areas of the submission that are missing or need to be improved upon. The reviews should cover the following three areas:</p> <ol style="list-style-type: none"> 1. SUMMARY (.5 Points): A summary of the key points discussed in each of the chapter sets. 2. SCHOLARLY CRITIQUE (1 Point): A critique of the chapter sets based upon course lectures, class discussions, and supplemental knowledge/readings. 3. PERSONAL CRITIQUE (.5 Points): A personal critique and reflection of the chapter sets. What's missing? How well does this match your educational or practical experiences?
6	Video Critiques	<p>Write thoughtful reaction papers to three online videos. The paper should include a summary and critique of the material presented. The critique should be framed in the context of ecological community psychology. How well does the video illustrate the constructs and issues discussed in this class?</p>

2	Problem Definition Paper Topic Selection	Each student should start reading about social issues that interest them immediately. If a student has a primary interest in individual or family problems (e.g., psychopathology, marital relations), they will be urged to explore the <u>social/environmental</u> causes or consequences of those problems. On February 11th (or before) , students will turn in a one page proposal for a problem definition topic to be approved by the instructor . This proposal should include a description of the topic and a brief description of the method for selecting the readings that will be reviewed. A beginning bibliography containing a minimum of 5 articles/books should be listed on a second page. Late topic proposals lose points.
	Group Project Topic	DUE February 18th . Some class time will be allocated for discussion but this will also likely require at least one out-of-class meeting.
3	Outline and annotated bibliography for Problem Definition Paper	On February 25th , students will turn in an annotated bibliography of at least 10 sources (only 2 may be internet-based) and a detailed outline for writing the problem definition paper. The outline should provide a description of the organization of the review and the scope of the topics to be addressed. The instructor will provide feedback on the apparent progress of the problem definition paper based on both the reference sources and outline. Late submissions lose points.
5	Group Project Outline	DUE March 18th This should include timeline for completing project and distribution of responsibilities.
20	Problem Definition Paper (MUST BE SUBMITTED IN HARDCOPY FORMAT, NOT ONLINE)	<p>The one major assignment for this class will be a thorough review paper on a social problem chosen by the student and relevant to the field of community psychology. This review should adequately define/redefine the social problem, integrate the various concepts, issues, and philosophies discussed throughout the term, and provide a conceptual and methodological <u>critique of the various efforts and/or interventions</u> that have been designed to address the problem. The general outline of the paper should include a statement of the problem the paper addresses including the various social, community, and individual effects of the problem (i.e., Who is effected and how are they affected? Why is it a problem? Etc.). This should be followed by a discussion of the various possible causes of the problem focused not just on individual responsibility but also social and community responsibility. In other words, the discussion of potential causes should address the "ecology" of the problem, i.e., those individual, community and social factors that "drive" the problem and those which "inhibit" solutions. The last section of the paper should <u>focus on potential and innovative solutions</u> to the problem which take into account the ecological nature of the problem.</p> <p>The paper is due April 22nd (early submissions are encouraged but not rewarded ☺) and graded according to the criteria indicated in Table 1 below. 1 pt will be deducted for each day the paper is late. Papers will not be accepted after April 24th. The review paper must be typed in APA style (see APA's <u>Publication Manual</u> or "How to write Psychology papers by Parrott) or according to the style within the student's particular discipline. Points will be deducted for violations of style and other formatting problems.</p>
15	Final Exam	Will be in essay format with specific topics to be determined.

10	Group Project Presentation	Group Project <u>DUE APRIL 27TH</u> <ul style="list-style-type: none"> ■ Individual Research Dimension <ul style="list-style-type: none"> ■ Problem Definition Paper ■ Value to Communities <ul style="list-style-type: none"> ■ Class ■ Target community ■ Service Component ■ Class Criteria and Grading
100	Total Points	

Points	Table 1 Grading Criteria for Problem Definition Paper
2.5	Organization, format, grammar, and typo graphics of the paper. The paper should clearly specify the areas being addressed in the review.
2.5	Insightful and thorough definition & discussion of causes & consequences of social problem.
5	Extensiveness of the summary of the literature adequately integrating the ideas and research findings from various sources
5	Provision of a conceptual and methodological critique of the literature along with the adequacy and accurateness of knowledge and theories covered in the course.
5	Summarization of the future directions for the research and intervention in the area.

Grading

As per University policy, +/- grades will be given for this course according to the criteria provided below. In general, however, the scale will be as follows:

% of Points	Grade	% of Points	Grade
100 – 96%	A+	79 - 76%	C+
95 – 92%	A	75 - 72%	C
91 – 90%	A-	71 - 70%	C-
89 – 86%	B+	69 - 66%	D+
85 – 82%	B	65 - 62%	D
81 – 80%	B-	61 - 60%	D-
		Below 60%	F

University Policies

Attendance: The only exceptions to the course policies outlined above will be for excused absences as defined by university regulations. Per university regulations excused absences include sanctioned anticipated situations and documented emergency situations. Anticipated situations (participating in an official university function, court attendance, religious observances, or military duty) **must be submitted in writing at the beginning of the semester or within one week of the anticipated absence.** Emergency absences (student illness, injury or death of immediate family member) must also be documented by Parents and Family Services (515-2441). It is your responsibility to obtain the appropriate documentation for your professor on excused absences. If you have further questions on university regulations, consult the following web page:

http://www.ncsu.edu/provost/academic_policies/attend/reg.htm

Academic Integrity: Strict standards of academic honesty will be enforced according to the University policy on academic integrity. I expect that student's signature on any test or assignment means that you have neither given nor received unauthorized aid. Consult the following website for further details:

<http://www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm>

ADA Statement: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information, see

http://www.ncsu.edu/provost/offices/affirm_action/dss/

For the policy, see: Http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Course Schedule and Readings

<u>Dates</u>	<u>Topics</u>	<u>Readings & Assignments Due</u>
Week 1 January 7th	Introduction and Overview	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 1 & 2) • Reich, et al., (Chapter 2) • Caplan, W., & Nelson, S.D. (1973). On being useful: the nature and consequences of psychological research on social problems. <u>American Psychologist</u>, <u>28</u>, 199-211. • Hughes, R. (1992) The fraying of America. <u>Time</u>, February, 44-49. • Srebnik, D. S. (1991). Principles of community psychology. The Community Psychologist, 24, 8. •
Week 2 January 14th	Values and Principles	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 3 - 6) • Reich, et al., (Chapters 1 & 3) • Prilleltensky, I & Nelson, G. (2002) – <i>Power, well-being, oppression, and liberation: Points of departure</i>. In I. Prilleltensky & G. Nelson (Eds). <u>Critical Psychology</u>. New York: Palgrave. • “My Community” Essay Due •
Week 3 January 21st	Historical & Cultural Context	<ul style="list-style-type: none"> • Brookins, C. C. (1996). <i>African and community psychology: Synthesizing liberation and social change</i>. In R. L. Jones (Ed.). <u>Advances in African American psychology: Theory, paradigms, and research</u>. Hampton, VA: Cobb & Henry. • Fairweather, G.W. (1972). <u>Social change: The challenge to survival</u>. Morristown, NJ: General Learning Press. • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
Week 4 January 28th	Diverse Issues & Perspectives	<ul style="list-style-type: none"> • Reich, et al., (Chapters 20, 21, 22) • Lee, B. (1992). Colonialization and community: Implications for first nations development. <u>Community Development Journal</u>, <u>27</u>, 211-219. • Schwarz, B. (May, 1995). The diversity myth: America's leading export. <u>Atlantic Monthly</u>, 57-67. • Watts, R. J. (1992). Elements of a psychology of human diversity. <u>Journal of Community Psychology</u>, <u>20</u>, 116-131. • VIDEO CRITIQUE OF ONLINE VIDEO: THE OLD MAN AND THE STORM

<p>Week 5 February 4th</p>	<p>Action Research</p>	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 7 - 10) • Reich, et al., (Chapters 9 & 15) • Pilisuk, M., McAllister, J. & Rothman, J. (1996). Coming together for action: The challenge of contemporary grassroots organizing. <u>Journal of Social Issues</u>, 52, 15-37. • VIDEO CRITIQUE OF: SAUL ALINSKY AND HIS LEGACY.
<p>Week 6 February 11th</p>	<p>Participatory Action Research</p>	<ul style="list-style-type: none"> • Seymour-Rolls, K & Hughes, I. (1995). Participatory action research: Getting the job done. • Whyte, W. F. et al., (1991). Participatory Action Research: Through practice to science in social research. • Wisner, Stea & Kruks (1991). Participatory and Action Research Methods. • <i>Problem Definition Topic Due</i> • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 7 February 18th</p>	<p>Social Problems & Change Issues</p>	<ul style="list-style-type: none"> • Checkoway, B. (1995). Six strategies of community change. <u>Community Development Journal</u>, 30, 2-20. • Kelley, D. G. (1997). <u>Yo' mama's disfunkcional!:</u> <u>Fighting the culture wars in urban America.</u> Boston: Beacon Press. (Chapter 3) • Serrano-Garcia, I. (1984). The illusion of empowerment: Community development within a colonial context. In J. Rappaport, C. Swift, & R. Hess (Eds.), <u>Studies in empowerment: Steps toward understanding and action</u> (pp 173-200). New York: Haworth Press. • Veno, A. & Thomas, D. R. (1992). Psychology and the process of social change. In A. Veno & D.R. Thomas (Eds.), <u>Psychology and social change</u> (pp. 15-36). Palmerston North, New Zealand: Dunmore Press. • Zimmerman, M. (1995). Psychological empowerment: Issues and illustrations. <u>American Journal of Community Psychology</u>, 23, 581-595. • <i>GROUP PROJECT TOPIC DUE</i> • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 8 February 25th</p>	<p>Group Project Working Class</p>	
<p>Week 9 March 4th</p>	<p>Spring Break</p>	

<p>Week 10 March 11th</p>	<p>Ecological Conceptions of Social Issues</p>	<ul style="list-style-type: none"> • Moos, R. H. (1996). Understanding environments: The key to improving social processes and program outcomes. <u>American Journal of Community Psychology</u>, 24, 193-201. • Project Outline & Annotated Bibliography Due
<p>Week 11 March 18th</p>	<p>Community Research Methods</p>	<ul style="list-style-type: none"> • Chavis, D.M., Stucky, P.E. & Wandersman, A. (1983). Returning basic research to the community: A relationship between scientists and citizens. <u>American Psychologist</u>, 38, 424-434. • Hughes, D., Seidman, E. & Williams, N. (1993). Cultural phenomena and the research enterprise: Toward a culturally anchored methodology. <u>American Journal of Community Psychology</u>, 21, 687-704. • Linney, J.A. & Ruppucci, N.D. (1982). Research design and methods in community psychology. In P.C. Kendall & J.N. Butcher (Eds.) <u>Handbook of research methods in clinical psychology</u>. New York: Wiley, pp. 535-566. • VIDEO CRITIQUE OF: RAGE FOR DEMOCRACY
<p>Week 12 March 25th</p>	<p>Action Methods</p>	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 11 - 13) • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 13 April 1st</p>	<p>Addressing the Issues 1</p>	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 14, 15 & 16) • Reich, et al., (Chapters 10) • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 14 April 8th</p>	<p>Addressing the Issues 2</p>	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 17, 18 & 19) • Reich, et al., (Chapter 16) • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 15 April 15th</p>	<p>Addressing the Issues 3</p>	<ul style="list-style-type: none"> • Nelson & Prilleltensky (Chps. 20, 21, & 22) • TEXTBOOK SUMMARIES DUE @ MIDNIGHT ON MONDAY
<p>Week 16 April 22nd</p>	<p>Future Directions</p>	<ul style="list-style-type: none"> • Final Project Paper Due • Nelson & Prilleltensky (Chaps 23 & 24) • Jason, L. A. (1991). Participating in social change: A fundamental value for our discipline. <u>American Journal of Community Psychology</u>, 19(1), 1-16. • Stark, W. (1989). <u>International community psychology: The state of the art</u>. • Final Exam Online Begins online April 26th and ends May 4th @ Midnight.
<p>Week 17 Monday April 27th 1:00 - 4:00 pm</p>	<p>Group Presentation</p>	

Principles of Community Psychology²

Srebnik, D.S., (1991), The Community Psychologist

Community Psychologists are people who, in their research, interventions, and social and political action seek to promote the following principles:

1. Community Psychologists are interested in promoting communities that include all of their members and in which community members assume their mutual responsibilities for all other members of the community. This involves understanding and valuing diverse human perspectives, including those of commonly disenfranchised groups (e.g. ethnic & racial minorities, people in poverty, people with serious cognitive, physical and psychiatric disabilities).
2. Community Psychologists focus on human strengths and competency enhancement rather than emphasizing pathology.
3. Community Psychologists try to practice from a non-hierarchical position. They attempt to share power with disenfranchised groups. They clearly recognize the value of peer support and influence.
4. Community Psychologists support training that is multi-disciplinary and collaborative. They promote the ability to deliver services that involve effective interagency coordination and communication.
5. Community Psychologist value training and teaching that utilizes expertise from those who work successfully in the community including mental health consumers, advocates, and family members.
6. Community Psychologists work toward the prevention of psychopathology and the promotion of positive mental health.
7. Community Psychologists focus on the rights to which all citizens are entitled.
8. Community Psychologists apply their knowledge to programs that impact large groups as well as individuals.
9. Community Psychologists aim to affect social change in a broad context. They are active and interested in influencing social policy that facilitates the empowerment and esteem of disadvantaged and disenfranchised people.
10. Community Psychologists engage in political and social action intended to overcome pathology in service systems and in society.

1 ²Developed by the Community Psychology Interest Group at the University of Vermont.