

**FACULTY OF HEALTH  
PSYC 3600 3M COMMUNITY PSYCHOLOGY  
TUESDAY 2:30 pm-5:30 pm CLH-G  
Winter Term 2014**

**Course Director:** Dr. Thao Nguyen, Ph.D., C. Psych.  
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(**Note:** Please put course number and section in the subject line of email)

**Teaching Assistants:**

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**Prerequisites:** 1010 6 with a minimum grade of C

**Textbooks:**

1. Moritsugu, Vera, Wong & Duffy (2014) Community Psychology, 5<sup>th</sup> edition. Allyn and Bacon (*Please note: an e-copy of this textbook is available through coursesmart.com*)
2. Additional Readings: To be assigned in class as relevant

**Course Objectives:**

This course will examine various topics related to community psychology, including theories and research, prevention and early intervention, community mental health, the community practitioner as social change agent, and applications of community psychology to various settings and situations. In general, community psychology is concerned with the application of psychological principles to understand and address social issues that affect communities (e.g., schools, neighbourhoods, the workplace, the larger society), such as child abuse, homelessness, school violence, racism, crime, mental illness, and substance abuse. An aim of community psychology is to draw upon the resources of communities to develop solutions to resolve or prevent problems.

Community psychology is also concerned with the interrelationship between individuals and the communities in which they are imbedded (e.g., “community as context”) and the role of community development to enrich and strengthen communities to promote the optimal growth and development of its members and their health and well-being and mental health. In these regards, community psychology shares some concepts with clinical and counseling psychology, particularly the humanistic traditions, however, utilizing and applying resources both at the community-level and the individual-level.

**Learning Objectives:** The objective of the course is to increase students’ knowledge of the principles, practices, and research of community psychology. More specifically, this includes developing students’ ability to:

- critically analyze the major historical influences and contemporary approaches to community psychology
- understand the main conceptual issues related to the provision and evaluation of services from a community-based perspective
- understand the major research findings and concepts in community psychology and think critically about the various approaches to community psychology research
- consider the practical and policy implications of the work generated by community psychologists
- use the vocabulary and concepts of the field of community psychology

**Class format:** Course material will be presented by lecture, film and when possible, guest speakers.

**MOODLE:** You are responsible for checking [moodle.yorku.ca](http://moodle.yorku.ca) frequently for notes and other important class updates and information.

Information on Academic Honesty, Student Conduct Standards, Religious Observance Accommodation and Accommodations for Students with Disabilities: It is also expected that students are familiar with the Senate Committee on Curriculum & Academic Standards webpage- ([http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm))

Academic Integrity: Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site (<http://www.yorku.ca/academicintegrity/students/index.htm>). Additional information is

posted on the moodle course website under the title, "Academic Honesty: What is it?"

## DESCRIPTION OF COURSE REQUIREMENTS

### TESTS:

Test #1: Feb. 11, 2014

Weight: 45%. Chapters 1-6 inclusive plus lecture slides, assigned readings and videos

Test #2: Final exam period (Apr. 8-24 inclusive)

Weight 55%: Chapters 7-12 inclusive plus lecture slides, assigned readings and videos

Tests will consist of multiple choice, short and long answer questions including all the text and supplemental material covered to date. The final exam is *non-cumulative*.

### Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+= 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). (For a full description of York grading system see the York University Undergraduate Calendar).

Conversion Table	
From Percentage	To Letter Grade
90-100	A+
80- 89	A
75- 79	B+
70- 74	B
65- 69	C+
60- 64	C
55- 59	D+
50- 54	D
(Marginally below 50%) Marginally failing	E
(Below 50%) Failing	F

## **MISSED TESTS:**

Students are expected to complete all tests and exams within the time frames and by the dates indicated in this outline. Deferral of a test or exam is only permitted for a medical or personal emergency or due to religious observance. If this should occur, you must contact the teaching assistant and the course director by email **prior to** the test/exam. A completed *Attending Physician's Statement* must accompany any request for missed term work or tests. This form is available on the Registrar's website.

[http://www.registrar.yorku.ca/pdf/attend\\_physician\\_statement.pdf](http://www.registrar.yorku.ca/pdf/attend_physician_statement.pdf)

Note: In the event a test is missed due to a religious observance other than formally scheduled exams (December and April examination period), students are responsible for giving *not less than 14 days notice*.

*One make-up only will be held for each test.*

## **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation  
(<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>)

## **TENTATIVE LECTURE SCHEDULE**

<b>EXPECTED DATE</b>	<b>LECTURE TOPIC &amp; ASSOCIATED CHAPTER</b>
Jan. 7	Chapter 1: Introduction to Community Psychology Chapter 2: Scientific Research Methods VIDEOS: Online video clip: CBC News Youth Outreach Worker Program, DVD 12912: Where Strangers Become Neighbors

Jan. 14	Chapter 3: Stress and Resilience VIDEO: Online video: The Agenda “Raising Resilience”
Jan. 21	Chapter 4: The Importance of Social Change VIDEO: DVD 12216: 100 Years of Faith
Jan. 28	Chapter 5: Community Intervention Strategies VIDEO: DVD 14509: Blind Spot: What Happened to Canada’s Aboriginal Fathers?
Feb. 4	Chapter 6: The Mental Health System VIDEO/GUEST SPEAKERS: TBA
Feb. 11	Test #1
Feb. 18	Reading week. No class.
Feb. 25	Chapter 7: Social and Human Services in the Community VIDEO: Online video: The Neurobiology of Sexual Assault
Mar. 4	Chapter 8: Schools, Children and Communities VIDEO: Streaming video: Casualties of Divorce
Mar. 11	Chapter 9: Law, Crime and the Community VIDEO/GUEST SPEAKERS: TBA
Mar. 18	Chapter 10: Health Care VIDEO: Online video: What Doctors Worry About, Online video: What’s Wrong With What We Eat?
Mar. 25	Chapter 11: Community Health Care and Preventative Medicine VIDEO: Online video: The Downside of High, DVD 9690: The Bicycle
Apr. 1	Chapter 12: Community Organizational Psychology VIDEO: Streaming video: The Transformation of Work
Final Exam Period (Apr. 8-24)	Test #2

*Mar. 7: Last day to drop course without receiving a grade*