

**Faculty of Health
Department of Psychology
PSYC 3600 M
COMMUNITY PSYCHOLOGY
CLH-E
Winter Term 2017**

Instructor and T.A. Information

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Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course website: [Moodle](#)

Course Description:

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, neighborhoods, 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 Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of community psychology.
2. Articulate trends in community psychology.
3. Express knowledge of community psychology in written form.
4. Describe and explain limits to generalizability of research findings in community psychology.
5. Demonstrate ability to relate information in community psychology to own and others' life experiences.

Specific 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

Required Text

- 1. Moritsugu, Vera, Wong & Duffy (2014) Community Psychology, 5th 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

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

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Test # 1 (Chapters 1 to 6 inclusive plus lecture slides, guest speakers, assigned readings and videos)	Feb. 15, 2017	45%

Assessment Test #2 (Chapters 7-12 inclusive plus lecture slides, guest speakers, assigned readings and videos)	Date of Evaluation Final Exam period (April 7 to 24 inclusive)	Weighting 55%
Total		100%

Grading as per Senate Policy

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 - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. If this should occur, students must contact the teaching assistant and the course director by email **before** the test/exam. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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.

Please do not schedule any travel plans during the exam period (i.e., April 7 to 24, inclusive).

Only one make-up will be held for each test. Please note that in the event that you write a make-up test, your test grade may not be available before the course drop deadline (e.g., Mar. 10).

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10

Important dates

Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)

Fall (F)

Nov. 12 -
Dec. 5

Year (Y)

Feb. 11 -
Apr. 5

Winter (W)

March 11 -
Apr. 5

Electronic Device Policy

Students are welcome to use electronic devices during class that enhance their performance. However, use of these resources must be appropriate for an academic setting.

Examples of appropriate uses of technology include: audio recordings of lectures, note-taking on laptops or tablets, use of cell phones to calendar tests/assignments or events, or use of devices to complete Google searches for relevant information.

In contrast, the following are examples of inappropriate uses of technology: texting or reading personal texts while in class, sending or reading personal emails, surfing the internet for non-class purposes such as using Facebook or other social media, and reading online information that is not relevant to class material.

Attendance Policy

Students are expected to attend classes on a consistent basis. If a class is missed for any reason, students are advised to refer to the course outline, online lecture notes (Moodle), or to follow up with the teaching assistants or the course instructor *in person*. Due to time limitations and the large class size, it is not possible for the course instructor to respond to all emails regarding missed information that has already been provided in class.

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to buying or selling test banks.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

TENTATIVE LECTURE SCHEDULE

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
Jan. 11	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. 18	Chapter 3: Stress and Resilience VIDEO: Online video: The Power of Resilience
Jan. 25	Chapter 4: The Importance of Social Change VIDEO: DVD 12216: 100 Years of Faith
Feb. 1	Chapter 5: Community Intervention Strategies VIDEO: DVD 14509: Blind Spot: What Happened to Canada's Aboriginal Fathers?
Feb. 8	Chapter 6: The Mental Health System VIDEO/GUEST SPEAKERS: TBA
Feb. 15	Test #1
Feb. 22	Reading week. No class.
Mar. 1	Chapter 7: Social and Human Services in the Community

	VIDEO: Online video: The Neurobiology of Sexual Assault
Mar. 8	Chapter 8: Schools, Children and Communities VIDEO: Streaming video: Casualties of Divorce
Mar. 15	Chapter 9: Law, Crime and the Community VIDEO/GUEST SPEAKERS: TBA
Mar. 22	Chapter 10: Health Care VIDEO: Online video: What Doctors Worry About, Online video: What's Wrong With What We Eat?
Mar. 29	Chapter 11: Community Health Care and Preventative Medicine DVD 9690: The Bicycle
Apr. 5	Chapter 12: Community Organizational Psychology Online video: The Puzzle of Motivation
Final Exam Period (Apr. 7-24)	Test #2

Mar. 10: Last day to drop course without receiving a grade