Community Psychology (Spring 2017)
Psychology 231

Instructor:
Christopher Baker, Ph.D.
Email: bakerc@uic.edu
Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, or by appointment

Teaching Assistant:
Sarah Hernandez, M.A.
Email: sherna37@uic.edu
Office/Hours: BSB 1073, by appointment

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.

Meeting Time/Location: TTH 3:30 - 4:45 / Lecture Center Building D5

Credit Hours (3), **Prerequisites:** PSCH 100 Introduction to Psychology

Course Description: Understanding the relationship between social systems and individual wellbeing in a community-based context. Focusing on multiple levels of analysis, such as individuals, groups, programs, organizations and whole communities.

Blackboard:
- Course syllabus posted under **Syllabus**
- Additional readings and project consent form posted under **Materials**

- Shell* PowerPoint slides posted under **Lectures**

    *Slides DO NOT contain key points, only figures/graphs and contextual details -
    You must come to lecture to fill in missing information on slides.

Attendance: This course relies on class activities and information presented during class that are not available in-text or in readings. It will be especially important to attend classes to perform well. If you are unable to attend a class, it is your responsibility to obtain the materials covered. Please inform me of any circumstance that would cause you to miss multiple classes.

Disability Services: If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: http://drc.uic.edu
(312) 413-2183 Voice
(312) 413-7781 FAX
DRC Staff Members contact information is available on the Meet the DRC Staff Page (http://drc.uic.edu/meet-the-drc-staff)

Please let me know if there is anything I can do to be helpful!

Academic Dishonesty: Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:
http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf

EVALUATION: Overview

Type	Points
In-Class Activities:	20 pts
Cumulative Final exam:	30 pts
Section 1 exam:	50 pts
Section 2 exam:	50 pts
Community Org Paper:	50 pts
Interview Project:	50 pts

250 pts

Extra Credit: Extra credit opportunities will be available in-class. The more you attend class, the more likely you will be there for an extra credit opportunity.

Makeup Policy: Makeup exams are all-essay format and are substantially more difficult than scheduled exams. It is to your benefit to attend all scheduled exams.

Religious/Cultural Holidays: I respect and accommodate all religious/cultural holidays. If an exam conflicts with a holiday, you will not be asked to take the makeup version. However, you must give advanced notice so that accommodations can be made.

Curve: Grades will be scaled when appropriate. Otherwise, grades will be based on the standard 90/80/70/60 scale.

Course Outline: 01/10/2017-04/27/2017
* Outline subject to change with advanced notice

-- week 1--
January 10: Course Overview
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January 12: Principles of Community Psychology
      <u>Paper:</u> Shinn (2009): Ending Homelessness for Families

-- *week 2--*
January 17: Levels of Analysis, Core Values
      <u>Paper:</u> Rosenhan (1973): On Being Sane in Insane Places

January 19: In-Class Activity 1.1 (3 pts)
      <u>Text</u>: *Chapter 1*

*January 20, Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via Student Self-Service without receiving W (Withdrawn) grade on academic record. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.

-- *week 3--*
January 24: In-Class Activity 1.2 (2 pts); Empowerment
      <u>Text</u>: *Chapter 1*

January 26: Empowerment
      <u>Text</u>: *Chapter 11*

-- *week 4--*
January 31: Citizen Participation
      <u>Text</u>: *Chapter 11*

February 2: Speaker

-- *week 5--*
February 7: In-Class Activity 2.1 (3 pts)

February 9: In-Class Activity 2.2 (2 pts)

<div align="center">**--** *week 6--*</div>

February 14: Methods
   <u>Text</u>: *Chapter 4*

February 16: Methods
   <u>Text</u>: *Chapter 4*

<div align="center">**--** *week 7--*</div>

February 21: EXAM 1 (50 pts)

February 23: Community and Social Change
   <u>Text</u>: *Chapter 12*

<div align="center">**--** *Week 8--*</div>

February 28: In-Class Activity 3 (2 pts)

March 2: Communities: Social Capital
   <u>Text</u>: *Chapter 6*

<div align="center">**--** *week 9--*</div>

March 7: Speaker

March 9: Diversity
   <u>Text</u>: *Chapter 7*
   Community Org Paper Due (50 pts)

<div align="center">**--** *week 10--*</div>

March 14: Lead Toxicity and Communities
   <u>Text</u>: *Chapter 5*

March 16: Ecology, Environmental Psychology
   <u>Text</u>: *Chapter 5*

*March 17, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.

<div align="center">**--March 20–24: Spring Break. No Classes--**</div>

-- Week 11--

March 28: In-Class Activity 4.1 (2 pts)

March 30: In-Class Activity 4.2 (2 pts)

-- Week 12--

April 4: Prevention
    Text: *Chapter 9*

April 6: Community Nutrition

-- Week 13--

April 11: In-Class Activity 5 (2 pts)
    Interview Project Due (50 pts)

April 13: Film

-- Week 14--

April 18: EXAM 2 (50 pts)

April 20: In-Class Activity 6 (2 pts)

-- Week 15--

April 25: Group Presentations

April 27: Flex Day

-- Week 16--

Final Exam Week
Friday May 5, 1:00 pm -3:00 pm: Final Exam (30 pts)

Community Organization Paper: March 9

FORMAT: **<u>Exactly</u>** <u>3 Pages, Double Spaced, 12 pt or 11 pt font, 1 inch margins.</u>

SUBMISSION: Papers will be submitted through <u>Safe Assign on Blackboard</u> **by class time**.

TOPIC: **Identify an organization in Chicago (or surrounding suburbs) that is working to improve a serious community issue (e.g., homelessness, violence) but in a way that you find objectionable. That is, you disagree with the changes they are trying to make or the manner in which they are making these changes.**

GRADING:
10 pts: Describe the (1) problem this group is attempting to improve, (2) the effect of this problem on community wellbeing and (3) what this group is specifically doing.

10 pts: Discuss 3 levels of analysis contributing to this problem.

10 pts: Discuss how the following 3 concepts of community psychology relate to what this organization is doing or failing to do:

<u>(1)</u> Preventing a problem before it starts
<u>(2)</u> Empowering individuals in the community
<u>(3)</u> Getting community members to participate and contribute

10 pts: Propose what you believe is a more effective solution to improving this issue.

10 pts: Overall quality of writing.

This paper is 20% of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill to master and it applies to almost every professional context.

-3 pts: Each significant spelling/grammatical error.
-5 pts: Submitting paper over 3 pages or under 3 pages.
-5 pts: Each instance of failing to follow other format requirements or assignment instructions.

Interview Project: Due April 11

FORMAT: **Paper**: <u>**Exactly** 3 Pages, Double Spaced, 12 pt or 11 pt font, 1 inch margins.</u>
Questions + Answers: <u>Type-up and attach to paper on separate page(s)</u>

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SUBMISSION: Papers will be submitted through <u>Safe Assign on Blackboard</u> **by class time**. This includes: (a) the <u>3-page paper</u>, (b) the typed interview <u>questions + answers on separate page(s)</u> and (c) the <u>signed</u> consent form.

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TOPIC & GRADING: **Identify an individual that belongs to a Chicago-based organization that is using community action to combat a social injustice.**

NOTES: (1) Interviewee **cannot be a member of the organization from your first paper or someone affiliated with UIC.** (2) You must gain consent to conduct this interview and use their responses for an academic assignment, <u>consent forms are provided on blackboard.</u> (3) Interviews must be conducted <u>face-to-face or via Skype</u> (or similar program). You <u>cannot conduct the interview by phone or email</u>.

10 pts: Construct 10 questions to best understand their experience with this community action. You must determine what questions to ask, but some questions should reflect their motivations for involvement, the methods being used and their successes and failures.

10 pts: Provide a brief description of the person you interviewed, the organization, the social injustice they are fighting and the community action they are undertaking. Provide a brief summary of what you learned from the interview and make sure to comment on responses that you found particularly interesting or important.

10 pts: Discuss how interviewee's responses related to the following 3 concepts from this course:

<u>(1)</u> Importance of diversity
<u>(2)</u> Addressing the problem from multiple levels
<u>(3)</u> Using strengths and abilities that already exist in the community

10 pts: Discuss aspects of the physical Chicago environment that make this social injustice and community action unique.

10 pts: Overall quality of writing.

-3 pts: Each significant spelling/grammatical error.
-5 pts: Submitting paper over 3 pages or under 3 pages.
-5 pts: Each instance of failing to follow other format requirements or assignment instructions.