

PSYCHOLOGY 331
COMMUNITY AND PREVENTION RESEARCH
Spring, 2007 Room in 2057 BSB
Tuesday & Thursday 9:30 a.m.-10:45 a.m.

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COURSE DESCRIPTION: The aims of this course are to:

1. Provide students a closely supervised experience with producing social change, from initiating contact with a site to carrying out a project. It is expected that through this experience students will develop
 - a. their ability to apply community psychology principles and concepts
 - b. their competencies as community interventionists, including learning and applying the skills necessary for designing community interventions and for working within community contexts
2. Expose students to the application of intervention theory.

The primary focus of this course is on the experience of working with a community agency. The vehicle by which such experience is obtained is through work on a specific project with a community agency. Much of this experience will be guided by what students learn about theory. The course is divided into 4 segments to facilitate the development of the targeted skills through “hands-on” work at the site and off-site and/or in-class “academic” work as outlined below. Learning about the practice of community psychology and theory for intervention will take place in the context of students’ on-site experience, supervision by the instructor, weekly in-class discussions of assigned readings and what is happening on site, and assignments.

Format: The course meets 2 times per week. For the first half of the course, one of the days will be dedicated to discussion of any assigned readings. The other class meeting day will be devoted to discussing students’ hands-on experience at their respective sites. We will also spend in-class time on the preparation of assignments. The second half of the semester will be focused primarily on the placement site experience and on the preparation of relevant assignments. In addition to time spent in class, students are expected to contribute up to 6 hours per week (spread over 2 days) at their community placement sites. Students will be working at these sites in teams of two students.

Requirements & Assignments

Student grades will be determined by their performance on the following:

1. Participation (20% of grade): Class participation is measured not just by comments and questions in class. Participation will be structured to provide students a systematic way of contributing to class. Specifically, at the beginning of each class, the instructor will pass out handouts with questions about the assigned readings. At this time, each student will be assigned at least one question which they will be responsible for answering during that class period. Everyone will be given a few minutes at the beginning of each class to organize their answer to the assigned question. This should be relatively easy if students have done the reading. In fact, this approach requires that assigned reading be done before class. A lack of preparation will be readily evident and I would imagine embarrassing. Students’ preparation will be demonstrated by their ability to readily formulate an answer in the few minutes at the start of each class. In addition, the quality of their answer and knowledge about the reading(s), including how they are able to relate questions to their placement site activities and experiences, will also reflect students’ preparation.

2. Midterm Exam (25%) of grade. All essay questions.

3. Assignments (totaling 50% of grade)

Assignment 1. Worth 20% of grade:

Description of Placement Site (approx. 6-8 pages): Once the site has been identified and the student has spent no more than 3-4 weeks there, the student will prepare and present a description of their site according to the instructions provided for this assignment. The assignment should provide as thorough a descriptive profile of the site as possible. Guidance for this assignment will be provided in class. The primary objective of this assignment is to familiarize instructors/classmates with the site and staff and to take a “baseline” reading of the students’ knowledge about the site against which a post-experience reading can be compared.

Assignment 2. Worth 5% of grade:

Placement Site Contract: Using the contract template included in the description of this assignment, students will submit the completed document to the course instructor for feedback and provide a final copy to the instructor and placement site contact person no later than week 8. As part of their contract, students will identify the activities in which they will engage and the competencies they expect to develop/strengthen thru them. The contract will be signed by the contact person at the placement site, the student, and the instructor.

Assignments 3 & 4. Worth 30% of your grade and broken down as follows:

Final Report (15%): The final report to the site should be succinct and readily understandable by the site and be between 10-12 pages and follow the guidelines outlined for this assignment on Blackboard.

Presentation 4 (15%)

Presentation: Students are expected to present their findings to the site in an oral report. Students will present this to the class as a rehearsal for their placement site presentation. *Only* for the class presentation, students will include an additional section that incorporates their post-experience “read” of the site, using **Assignment 1** as the reference point. It is expected that by this point in the placement experience, students will have learned more about the site than they knew at the beginning of the academic year, when they first picked the site.

The Four Course Segments

SEGMENT 1: WHERE AND HOW TO INTERVENE

Weeks 1-3:

HANDS-ON: In the first part of the semester, weeks 1-3, students will mainly be involved in identifying a placement site, negotiating a working relationship with the site, and co-determining with their chosen site a “need” they have that students will attempt to fulfill in the balance of their time there.

ACADEMIC:

Readings: Concurrently during this time and throughout the first part of the semester, students will be learning about Intervention Theory. Intervention theory is the process by which one carries out their work with a site. Specifically, students will be thinking about what is the best possible way to work with a site in order to maximize the likelihood that they will actually make use of and sustain whatever work you do with them? Who should you work with at the site to achieve the optimal outcome? What do you need to know about a site before beginning your actual work with them? Who should you talk to learn about a site? Etc. The literature offers us different theories that discuss different ways to work with sites. In the interest of time and to facilitate your understanding of the place of theory in research, we will not be covering all of those theories but will instead focus on ecologically-oriented theories. All students will be following that one theory in conducting their on-site work.

SEGMENT 2: THE PROFILE

Weeks 4-8:

This next segment of the class will be devoted to:

HANDS-ON: Ongoing work at the selected community site.

ACADEMIC: Readings, writing up a “profile” of work site (*Assignment #1*), presenting “profile” in class, and an assessment of students’ acquired knowledge about intervention theory via a midterm exam.

SEGMENT 3:

Weeks 9-13: INTERVENING

In this next segment, class will be devoted to 2 principal activities:

HANDS-ON:

1. Ongoing work at the selected community site.
2. Conducting a specific project to work on with the site and outlining a contract for conducting this work with the site that also specifies their obligations (*Assignment #2*). The contract will include a description of the identified project. The project must be of relevance and utilitarian value to the placement site and must be approved and discussed with the instructor before a commitment is made to doing it.
3. In these weeks of the term, students will be working on conducting their projects, troubleshooting any issues that arise, and in general, putting in place whatever measures have been identified to maximize the likelihood that the project will remain in place once students complete their projects.

ACADEMIC:

1. Readings
2. Toward the end of this segment, students will begin preparing the final report and presentation to the site. Class time will be used to work on and address questions and issues about the preparation of these tasks. Students will submit a draft of the report (*Assignment #3*) and presentation (*Assignment #4*) in week 12.

SEGMENT 4:

Weeks 14-16: PREPARATION AND DELIVERY OF THE FINAL PRODUCT

HANDS-ON: Ongoing work at the selected community site.

ACADEMIC:

1. Students will work on putting their final report and presentations in final form.
2. Students will rehearse their presentations in class.
3. Students will submit these final assignments in Week 16. .

Course Schedule

- Wks
- 1 1-16, 1-18 **TUES & THURS:**
Course Overview, Discussion of placement site selection process, Visits from prospective placement sites

 - 2 1-23 **TUES: For the first 30 minutes: Guest Speakers, panel of current/former students discuss their experience in site selection**
 Trickett, E.J., Kelly, J.G., & Vincent, T.A. (1985). The spirit of ecological inquiry in community research Chapter 7. In D. Klein & E. Susskind (Eds.), Knowledge Building in Community Psychology, (pps. 283-333). New York: Praeger.

 - 1-25 **THURS: Theory of Intervention, Discussion of Reading**
 Trickett, E.J., Kelly, J.G., & Vincent, T.A. (1985). The spirit of ecological inquiry in community research Chapter 7. In D. Klein & E. Susskind (Eds.), Knowledge Building in Community Psychology, (pps. 283-333). New York: Praeger.

 - 3 1-30 **TUES: Discussion of Reading:**
 Argyris, C. (1970). The primary tasks of intervention activities. Chapter One. (pps. 12-35). *Intervention theory and method: A behavioral science view*. Reading, MA.: Addison-Wesley.

 - 2-1 **THURS:** Illustration of Principle of Interdependence
 Continued review of reading as needed
 Discussion of placement site selection process
NOTE: Students should have started working at their sites no later than this week

 - 4 2-6 **TUES: Discussion of Readings**
 Serrano-Garcia, I.—reference pending
 Bond, M. —reference pending
 Greene, J. (1987). Stakeholder participation in evaluation design: Is it worth it? *Evaluation and Program Planning, 10*, 379-394.

 - 2-8 **THURS:** Illustration of Cycling of Resources
 Begin discussion of project ideas, discussion of placement site experiences

 - 5 2-13 **TUES: Guest Speakers:** Panel returns to discuss how they came up with their community project idea

 - 2-15 **THURS:** Discussion of how to prepare *Assignment 1*
 Discussion of placement site experiences, Discussion of project ideas

 - 6 2-20 **TUES:** Discussion of Readings, Discussion of Project Ideas
 O'Neill, P. (1989). Responsible to whom? Responsible for what? Some ethical issues in community intervention. *American Journal of Community Psychology, 17*(3), 323-341.

 - PLUS:** The 4 response articles following the O'Neill article.

 - 2-22 **THURS:** Illustration of Principle of Principle of Adaptation
 In-class work on *Assignment 1* (bring notes, questions, whatever...)
 Discussion of placement site experiences

7 2-27 **TUES:** Instructor provides in class guidance on preparing *Assignment #2* (The Contract)
Presentation of *Assignment 1* (The Profile)

3-1 THURS: Presentation of *Assignment 1* (The Profile)

8 **3-6 TUES: Discussion of Readings**

Harper, G. W., Bangi, A. K., Contreras, R., Pedraza, A., Tolliver, M., & Vess, L. (2004). Diverse phases of collaboration: Working together to improve community-based HIV interventions for adolescents. *American Journal of Community Psychology*, 33(3/4), 193-204.

Chavis, D. M., Stucky, P. E., & Wandersman, A. (1983). Returning basic research to the community, A relationship between scientist and citizen. *The American Psychologist*, vol. 38, no. 4, pps. 424-434.

3-8 THURS: *Assignment #2* (The Contract) due, Discussion of placement experiences and project progress.

9 **3-13 TUES: Midterm**

3-15 THURS: Panel returns to discuss the steps they took in preparing their final report,
Discussion of placement site experiences

March 19th-25th SPRING BREAK

10 **3-27 TUES:** Instructor provides in class guidance on preparing *Assignments 3 & 4*

3-29 THURS: Discussion of placement site experiences AND/ preparation of *Assignments 3 & 4* if needed)

11 **4-3 TUES:** In-class preparation of *Assignments 3* (Final Report) and **4** (Presentation).

4-5 THURS: Discussion of placement site experiences AND/ preparation of *Assignments 3 & 4* if needed)

12 **4-10 TUES:** In-class time preparation of *Assignments 3* (Final Report) and **4** (Presentation).

4-12 THURS: Discussion of placement site experiences

13 **4-17 TUES:** Students submit a draft of their final report, Submit date you scheduled/time for presenting
Final Report to site during Finals Week (no later than Thursday of the 15th week)

4-19 THURS: Panel returns to discuss preparation for concluding relationship with sites
Discussion of placement site experiences

14 **4-24 TUES:** Students get back their draft of their final report with feedback
Work on report in class and get assistance from instructor in class

4-26 THURS: Discussion of placement site experiences

15 **5-1 TUES:** Students submit a draft of their final report and presentation to the Instructor

Students present the final report to the class as a rehearsal for their on-site presentation

5-3 THURS: Students present the final report to the class as a rehearsal for their on-site presentation

16 DATE TBA: Potluck or cookout (depending on weather) with non-alcoholic beer where students report to class on how site presentations went

**Reading That Is Not Required
But that May Be of Use to You**

- Altman, D. G. (1995). Sustaining interventions in community systems: On the relationship between researchers and communities. *Health Psychology, 14*(6), 526-536.
- Goodman, R. (2000). Bridging the gap in effective program implementation: From concept to application. Journal of Community Psychology, 28(3), 309-321.
- Hawe, P., Shiell, A., & Riley, T. (2004). Complex interventions: How “out of control” can a randomized controlled trial be? British Medical Journal, 328., 1561-1563.
- Kelly, J. G. (1988). Selecting a topic that derives from underlying community needs. *Prevention Research in the Community, 13-28*. New York: Haworth Press.
- Rotheram-Borus, M., Rebchook, G., Kelly, J., Adams, & Neumann (2000). Bridging research and practice: Community-researcher partnerships for replicating effective interventions. AIDS Education and Prevention, 12 (Supplement A), 49-61.
- Wallerstein, N., & Duran, (2003). The Conceptual, Historical, and Practice Roots of Community Based Participatory Research and Related Participatory Traditions. In M. Minkler & N. Wallerstein (Eds.), *Community-based participatory research for health, 27-52*. San Francisco: Jossey-Bass.
- Weinstein, R. et al. (1991). Expectations and High School Change: Teacher-Researcher Collaboration to Prevent School Failure. *American Journal of Community Psychology, 19*(3), 333-370.

Participating sites so far (other sites pending; some sites have multiple projects and are able to accommodate more than one student team):

1. LARES

2640 SSB, 1200 W. Harrison

Phone: 6-6073

Director: Mr. Leonard Ramirez lramirez@uic.edu

Contact person: Luis Duarte, Assistant Director

luisd@uic.edu

<http://www.uic.edu/depts/lares>

2. Latin American Cultural Center

803 S. Morgan

Phone: 6-3095

Contact person: Mr. Rodrigo Carraminana

rodrigoc@uic.edu

<http://www.uic.edu/depts/lcc>

3. Institute for Research on Race and Public Policy

315 CUPPA (m/c 347), 412 S. Peoria

Phone: 6-0464

Director, Dr. John Betancur

betancur.@uic.edu

Contact person: Assistant Director, Angela Ebreo

aebreo@uic.edu

<http://www.uic.edu/cuppa/irrp>

4. African –American Academic Network

2800 SSB (m/c 150), 1200 West Harrison

Phone: 6-5040

Contact person: Dr. Flecia R. Thomas

flecia@uic.edu

5. Career Services

3050 SSB (m/c 099), 1200 West Harrison

Phone: 6-2300

Contact person: Mr. Andres Garza

agarza@uic.edu

<http://www.uic.edu/depts/ocs>

6. Disability and Human Development

436 DHSP (m/c 626), 1640 W. Roosevelt Road

Phone: 3-1466

Contact person: Dr. Tamar Heller

theller@uic.edu

www.ahs.uic.edu/dhd

7. Institute for Juvenile Research

Department of Psychiatry, UIC

312 S. Wood

Phone: 3-1048

Contact person: Dr. Marc Atkins

matkins@uic.edu

Dana Rusch (drusch1@uic.edu)

Jenna Watling (jwatli1@uic.edu)

Elise Capella (ecappella@psych.uic.edu)

<http://www.psych.uic.edu/>