

**PSYO 357 Community Psychology**  
**Winter term 2, Jan-April 2019**  
**TTH 15:30-17:00, EME 1202**

***Dr. C. Mathieson***

*Office:* ARTS 323 *Phone:* 250-807-8711

*Office Hours:* 9:30 – 11:00 or by appointment

*email:* [cynthia.mathieson@ubc.ca](mailto:cynthia.mathieson@ubc.ca)

Graduate Teaching Assistant: Ms. Kaylee Misener

**Calendar description**

Introduction to the historical, theoretical, and empirical underpinnings of community psychology. Examines the applications of psychology principles to social issues that affect communities. Special emphasis on community mental health, prevention of illness and promotion of wellness, and the community practitioner as an agent of social change.

**Course Format**

*UBC Canvas* is the primary method of contacting you for announcements, posting of instructor's notes for class, and posting of grades. You will need to log into the *Canvas* site through your CWL (Campus Wide Login) at <https://canvas.ubc.ca>  
Please use the email above (not *Canvas*) for contacting me directly.

There is no required textbook for this class. Weekly readings are required, all available online. The online list of readings and videos is built into the left hand navigation of your *Canvas* course shell. You click on the button called 'Library Online Course Reserves.' This takes you to the LOCR program where you can login with your CWL in order to access all titles.

Attendance in class is expected. Regular student participation in class discussion is essential. Lecture material will present the theoretical framework work for class topics, and in-class, small group work is intended to facilitate our understanding. Not all group work will be announced in advance of the class. Students may be expected to react to issues in small groups and to report out. Assigned video viewing will complement readings.

**Objectives and Learning Outcomes**

In Community Psychology, we will explore the relationship between individuals and the communities in which they are embedded. Current readings will set the stage for both the broad principles and the detailed models by which to evaluate what community psychology is and its significant contributions to theory and practice.

As a result of this course, you will be able to:

- Place the theories and practices of community psychology in context

- Place yourself in the context of a community
- Identify and apply the principles of community psychology
- Identify research findings in community psychology that have implications for a wide range of community situations

### **Schedule of topics and readings (anticipated; subject to change)**

Jan 3            *General Introduction*

Jan 8, 10, 15   *What is Community Psychology? Theories and Frameworks*

Iscoe, I. (1974). Community Psychology and the Competent Community. *American Psychologist*, 29(8), 607-613.

Hawe, P. (2017). The Contribution of Social Ecological Thinking to Community Psychology: Origins, Practice, and Research. In M. A. Bond, I. Serrano-Garcia, C. B. Keys, & M. Shinn (Eds.), *APA Handbook of Community Psychology: Theoretical Foundations, Core Concepts, and Emerging Challenges* (Vol. 1, pp. 87-105). Washington, D.C.: American Psychological Association Press.

Neal, J. W., & Neal, Z. P. (2013). Nested or Networked? Future Directions for Ecological Systems Theory. *Social Development*, 22(4), 722-737.

Smith, E. P., Witherspoon, D. P., Hart, M., & Davidson, W. (2017). The Dynamic and Interactive Role of Theory in Community Psychology Research, Practice and Policy. In M. A. Bond, I. Serrano-Garcia, C. B. Keys, & M. Shinn (Eds.), *APA Handbook of Community Psychology: Methods for Community Research and Action for Diverse Groups and Issues* (Vol. 1, pp. 3-20). Washington, D.C. American Psychological Association Press.

Video:

TEDx Talks. (2017, May 5). *Why the Future Belongs to Community Research | Ronald Harvey | TEDxAUBG* [Video file].

Jan 17, 22, 29 *What is (a) Community?*

*What is the role of Values?*

*How do (built) environments affect Community?*

Prilleltensky, I. (2001). Value-based Praxis in Community Psychology: Moving Toward Social Justice and Social Action. *American Journal of Community Psychology*, 29(5), 747-778.

Brodsky, A. (2017). Bridging the Dialectic; Diversity, Psychological Sense of Community, and Inclusion. *American Journal of Community Psychology*, 59(3-4), 269-271.

Bond, M. (2016). Leading the Way on Diversity: Community Psychology's Evolution from Invisible to Individual Contextual. *American Journal of Community Psychology*, 58(3-4), 259-268.

Video:

TED. (2016, August 11). *How Syria's Architecture Laid the Foundation for Brutal War* | Marwa Al-Sabouni [Video file].

Video:

TED. (2017, August 7). *How Cohousing Can Make Us Happier (and Live Longer)* | Grace Kim [Video file].

Jan 31, Feb 5 *Culture – what is it and what are the implications for Community?*

Velez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Opppenheimer, M., Vega-Molina, S., & Garcia Coll, C. (2017). Brofenbrenner's Bioecological Theory Revision: Moving Culture from the Macro into the Micro. *Perspectives on Psychological Science*, 12(5), 900-910.

Reyes Cruz, M., & Sonn, C. C. (2011). (De)colonizing Culture in Community Psychology: Reflections from Critical Social Science. *American Journal of Social Psychology*, 47(1-2), 203-214.

Video:

TED. (2015, May 27). *What Does my Headscarf Mean to You?* |Yassmin Abdel-Magied [Video file].

Feb 7, 12, 14 *How do we mobilize strengths for wellness?*

Prilleltensky, I. (2012). Wellness as Fairness. *American Journal of Community Psychology*, 49(1-2), 1-21.

Perkins, D., Crim, B., Silberman, P., & Brown, B. (2004). Community Development as a Response to Community-Level Adversity: Ecological Theory and Research and Strengths-Based Policy. In K. I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A.L. Solarz (Eds.), *Investing in Children, Youth, Families and Communities: Strengths-Based Research and Policy* (pp. 321-340). American Psychological Association.

Di Martino, S. Eiroa-Orosa, F. J., & Arcidiacono, C. (2017). Community Psychology's Contributions on Happiness and Well-being: Including the Role of Context, Social Justice, and Values in our Understanding of the Good Life. In N. J. L. Brown, T. Lomas, & F. J. Eiroa-Orosa (Eds.), *The Routledge International Handbook of Critical Positive Psychology* (pp. 99-116). London, UK: Routledge.

Video: TEDx Talks. (2010, November 23). *TEDxMIA – Dr. Isaac Prilleltensky – Community Well Being: Socialize or Social-Lies* [Video file].

Feb 19 - Feb 21      **Midterm break**

Feb 26, Mar 5, 7      *What is the relevance of Resilience?*

Cowen, E. L., & Work, W. C. (1988). Resilient Children, Psychological Wellness, and Primary Prevention. *American Journal of Community Psychology*, 16(4), 591-607.

Duckers, M. L. A. (2017). A Multilayered Psychosocial Resilience Framework and its Implications for Community-focused Crisis Management. *Journal of Contingencies and Crisis Management*, 25(3), 182-187.

Video:

TED. (2018, April 12). *What if Gentrification was About Healing Communities Instead of Displacing Them?* / Liz Ogbu [Video file].

Mar 12, 14, 19      *What is the significance of Empowerment?*

Prilleltensky, I. (2005). Promoting Well-being: Time for a Paradigm Shift in Health and Human Services. *Scandinavian Journal of Public Health*, 33(66), 53-60.

Hyung Hur, M. (2013). Empowerment in Terms of Theoretical Perspectives: Exploring a Typology of the Process and Components Across Disciplines. *Journal of Community Psychology*, 34(5), 523-540.

Mar 26 – TBD

Mar 28 – TBD

Apr 2 – Symposium – all hands on deck!

Apr 4 – Wrap up: Symposium debriefing plus self-assessment

## **Course Evaluation**

Tests (75% of total grade)

There are three scheduled tests. Each is worth 25%

Expect a combination of multiple choice, short answers and essays.

There is no final exam during the official exam period.

Dates of tests: **Jan 24**

**Feb 28**

**Mar 21**

No make-up opportunities will be offered for missed tests. If you have a legitimate problem that prevents you from taking a test, you must notify me, by phone, email or in person, of the circumstances, before the test date, or as soon as possible after the date with a documented

explanation of why you were unable to contact me earlier. Failure to notify me in a timely manner will result in a grade of zero for the missed test. Vacations, travel and work, for example, are not legitimate conflicts.

If a test is missed for a valid, appropriately documented excuse (such as medical or compassionate leave) then the weighting of the remaining two taken tests will be recalculated. Furthermore, a missed test for the first or second test will result in test material from the missed test being added to the subsequent test. Students who feel that requests for consideration have not been dealt with fairly may take their concerns to Dr. Paul Davies, Head of Psychology.

If there happens to be a snowstorm or other unfavourable event that officially closes the University on a test day, the test will automatically be given on the next class day.

### Assignment (15% of total grade)

We are presenting a symposium comprised of posters sessions on April 2. Attendance is mandatory.

The class will be divided into groups of four each, one per poster. Each individual group will be given a community psychology issue/topic to explore.

The sign-up for the poster groups will take place in stages: first, in mid-January, sign up will take place around very general interest areas. Second, individual groups will then be assigned by the professor. There may be more than one four-person group assigned to the various general areas, but the actual assigned issue to be explored will become more specific once the groups are officially designated. Over the course of the term, there will be some pre-scheduled time allotted to meet in groups. On the symposium day, poster authors will take turns presenting their posters and you will also be assigned to rotate and judge your peers' posters. More detail will be forthcoming.

### Participation (10% of total grade)

Student self-assessment will be taken into consideration for the participation mark.

### **Some important reminders and additional information**

**Correct use of language** is one of the criteria included in the evaluation of all tests and assignments.

### **Copyright disclaimer**

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to *Canvas*. All material uploaded to *Canvas* that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet

the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff.

Access to the *Canvas* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

### **Grading Practices**

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [students.ok.ubc.ca/drc/welcome](http://students.ok.ubc.ca/drc/welcome)

### **UBC Okanagan Ombuds Office**

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)

Web: [www.ombudsoffice.ubc.ca/ubc-okanagan-2](http://www.ombudsoffice.ubc.ca/ubc-okanagan-2)

### **UBC Okanagan Equity and Inclusion Office**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

### **Health & Wellness**

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

### **UNC 337**

Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

**SAFEWALK** *Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)*

### **Sexual Violence Prevention and Response Office**

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call us at [250.807.9640](tel:250.807.9640)

**Independent Investigations Office**

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: [director.of.investigations@ubc.ca](mailto:director.of.investigations@ubc.ca) or by calling [604.827.2060](tel:604.827.2060) or online by visiting [investigationsoffice.ubc.ca](http://investigationsoffice.ubc.ca)