

Community Psychology
PSYC 4033.01 – CRN: 44691 –4 Credit Hours/Engaged Learning Flag
Fall, 2020 (M 6:30 – 9:30pm Online)

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Welcome to Psychology 4033.01

Please use this syllabus as your source of information throughout the semester. Any major changes to the syllabus will be uploaded to Brightspace.



"The opposite of poverty isn't wealth. The opposite of poverty is justice." ~Bryan Stevenson

COURSE DESCRIPTION

Traditionally, psychology concerns itself with the study of individual behavior. Community psychology reflects a conceptual shift in how issues/problems are defined and addressed. This course focuses on the perspective of community psychology which is concerned with the examination of the individual *within context*; the context of different environments, groups, organizations and communities; and a set of values grounded in social justice. The individual within a collection of "contexts" leads to alternative definitions of health & mental health problems, conceptualizations of human functioning, prevention efforts, and methods of intervention. We will examine what community organizers refer to as the root causes of problems and how public policy, research, and social action can facilitate change in social and environmental conditions that affect human behavior. As an Engaged Learning course, you will complete an original, community-based project designed to emphasize the application of community psychology skills and concepts. Discussion and participation are crucial components of the course. You should come to class prepared with thoughts, reflections and questions. It is imperative that you complete each week's readings *in advance*.

LEARNING OUTCOMES

As a survey and engaged learning course we will study major constructs and theories in community psychology, action research, and community change. As a result of this course you will:

- understand the community psychology paradigm and its perspective and the role of social change
- be able to critically examine the generalizability of psychology's definitions of individual and social problems and their applicability to diverse ethno-cultural groups and communities,
- appreciate the application of theories and constructs in community psychology to a variety of contemporary social problems,
- know basic principles and praxis necessary for engagement with community-based organizations,
- demonstrate respect for individual and group differences in your interaction with others, and
- participate in activities that engage you in the service of human communities and expand your civic knowledge and engagement.

To achieve these outcomes you will be expected to:

Critically Analyze key concepts in community psychology through

- Discussion of Class Readings
- Review of films and clips
- Application of concepts to current events in our society
- Engagement with community partners and scholars

Apply community psychology concepts to current social issues by:

- Reflecting on real world issues from a community-psychology perspective
- Participating in a community-based and community-driven project in which you
 - Use theories and constructs in community psychology to a contemporary social problem.
 - Apply these theories and constructs in real-world projects of importance to a specific community-based organization
 - Research social conditions in communities (Collect and analyze relevant data →e.g., historical and sociodemographic, available services, resources, etc.)

REQUIRED READINGS

1. **(Text)** Jason, L. A., Glantsman, O., O’Brien, J. F., and Ramian, K. N. (2019). Introduction to Community Psychology: Becoming an Agent of Change. Creative Commons Attribution 4.0 International License
2. Articles (*) listed on your syllabus. Videos (+) listed on your syllabus.
3. Additional required readings will be shared in class.

COURSE REQUIREMENTS

Points Course Requirements

20	1. Class Participation and Engagement
20	2. Discussion Lead (Student Dyads)
50	3. Community Engagement Project
20	4. Current Affairs (Apply Community Psyc to A Hot Topic in the News)
90	5. Reading/Lecture Quizzes (3 quizzes worth 30 points each)
100	6. Final Exam
300	Total Points

COURSE OUTLINE

DATE	TOPIC	READING /MATERIAL (*) = Article (+) = Link
<u>Week 1:</u> 8/31	<ul style="list-style-type: none"> • Introductions, Course Overview, Class Project • Course Connection to Bellarmine Forum (Transforming Justice Where We Stand) and the Justice on Trial Film Festival • Creating Community in Psyc 4033 →What’s Your Social Justice Passion? →Defining Our Class Culture • Community Psychology (CP) and It’s History • What Community Psychologists Do 	Text: Ch 1 and 2 *Gase et al (2017) + Transformative Justice https://www.youtube.com/watch?v=U-BOFz5TXo
<u>Week 2:</u> 9/7	<ul style="list-style-type: none"> • No Class Meeting (Labor Day) • Complete CITI certification 	*Mingus *Western +Video Intro to the Collaborating Classes

<p><u>Week 3:</u> 9/14</p>	<ul style="list-style-type: none"> • What Is A Community Anyway? • CP Practice • CP Values • Redefining Individual and Community Problems and Assets: Ecology, Environment, Prevention • <i>Project Teams Meet</i> 	<p>Text: Ch 3 *Kloos et al *Jha: Ch 1, 5</p>
<p><u>Week 4:</u> 9/21</p>	<ul style="list-style-type: none"> • Mass Incarceration and Reentry • Joint Classes Meet → (6:15) Film Festival: We Will View the Film the Gathering (24 Minutes) • 6:45 – 8:00 Discussion with Other Classes and Community • <i>Project Teams Meet</i> 	<p>*Sawyer & Wagner *Kajstura *VanderPlatt</p>
<p><u>Week 5:</u> 9/28</p>	<ul style="list-style-type: none"> • Social Ecological Theory • Behavior Settings and Activity Settings • Sense of Community • Social Climate • Well Being (Prilleltensky) • Liberation Psychology and An Introduction to Paulo Freire • <i>Project Teams Meet</i> 	<p>Text: Ch 5 *Freire: Intro, Forward, Ch. 1</p>
<p><u>Week 6:</u> 10/5</p>	<ul style="list-style-type: none"> • Power and Oppression • Community Empowerment →Example: The Trifecta: Liquor Stores, Marijuana Dispensaries, & Smoke Shops →Example: Dudley Street, Boston • Racial Oppression • <i>Project Teams Meet</i> 	<p>Text: Ch 7, 9, 10 *TRDRP reading (TBA)</p>
<p><u>Week 7:</u> 10/12</p>	<ul style="list-style-type: none"> • Community Organizing →community residents →youth →professional groups • Practice Competencies of Community Psychologists • <i>Project Teams Meet</i> 	<p>Text: Ch 15 *Sato *USC PERE</p>
<p><u>Week 8:</u> 10/19</p>	<ul style="list-style-type: none"> • Community Engagement / Community Interventions • Prevention & Promotion • Community Defined Evidence Practice 	<p>Text: Ch 11, 12 *Abe *Ritchie *Robert's *Blue Ribbon Commission</p>

	<ul style="list-style-type: none"> • Joint Classes Meet → Bellarmine Forum - WOJO: “The Challenge of Reconnecting to Family after Incarceration” 6:30-7:45pm • Debrief (Reflections and Observations Using the CP Lens) • <i>Project Teams Meet</i> 	
<u>Week 9:</u> 10/26	<ul style="list-style-type: none"> • Community Based Organizations and Their Work: Examples: CCHE, AAPI, CoCo, PCSLA • Public Policy and Social Change • Philanthropy and Oppression • <i>Project Teams Meet</i> 	Text: Ch. 14, 17 *Community example handouts *Villanueva (pgs 1-35; Ch. 2; Conclusion)
<u>Week 10:</u> 11/2	<ul style="list-style-type: none"> • Community Based Participatory Research • Action Research • Program Evaluation/ Needs Assessment • Community Based Examples • CRDP (Mental Health Disparities; Prevention/Early Intervention) and CBPR • <i>Project Teams Meet</i> 	Text: Ch 6, 8 *Drawson et al *Grills et al *CRDP and PEI readings (TBA)
<u>Week 11:</u> 11/9	<ul style="list-style-type: none"> • Joint Classes Meet → Justice LA Campaign (Coalition of Justice Advocacy Organizations) 6:30-7:45 • Marginalization, Racism, Colonization • The Psychology of Oppression • <i>Project Teams Meet</i> 	Text: Ch 4 *Nelson & Prilleltensky: Ch 16 *ATI – Readings https://lcalternatives.org/ports/ +ATI video https://lcalternatives.org/
<u>Week 12:</u> 11/16	<ul style="list-style-type: none"> • Applying Community Psychology to Child Welfare and Incarcerated Youth • Ready to Rise Initiative – Youth and LA County Probation • <i>Project Teams Meet</i> 	*Cancio et al *Ridolfi *Bridges
<u>Week 13:</u> 11/23	<ul style="list-style-type: none"> • Pulling it All Together – The Politics of Change • The Field of Community Psychology 	Text: Ch 19 *Nelson & Prilleltensky: Ch 24 *Ginwright
<u>Week 14:</u> 11/30	<ul style="list-style-type: none"> • Journal Article Discussion Leads 	Peer outline handouts
<u>Week 15:</u> 12/7	<ul style="list-style-type: none"> • Journal Article Discussion Leads 	Peer outline handouts
<u>Week 15:</u> 12/14	<ul style="list-style-type: none"> • Joint Classes Meet → Bellarmine Forum Reflection 6:30-8:00pm • Take Home Essay Exam: Due – 4:00pm 12/15 	

***Readings and + Video Clips**

1. Gase et al (2016). Understanding Racial and Ethnic Disparities in Arrest: The Role of Individual, Home, School, and Community Characteristics
2. Transformative Justice <https://www.youtube.com/watch?v=U-BOFz5TXo>
3. Mingus (2020). Transformative Justice
4. Western (2019). Poverty, criminal justice, and social justice
5. Kloos, Hill, Thomas, Case, Scott, & Wandersman (2021). What Defines Community
6. Jha, S. R. (2017). Transforming Communities (Ch. 1, 5)
7. Sawyer & Wagner (2020). Mass Incarceration: The Whole Pie 2020
8. Kajstura (2017). Women's Mass Incarceration: The Whole Pie 2017
9. VanderPlatt, M. (2016). Activating the sociological imagination to explore the boundaries of resilience research and practice.
10. Freire (2005) Pedagogy of the oppressed
11. TRDRP Reading - TBN
12. Sato (2020). Social Workers Are rejecting Calls for Them to Replace Police – The Appeal
13. USC PERE (2018). California Health and Justice for All Power-Building Landscape
14. Abe (2019). Beyond Cultural Competence, Toward Social Transformation
15. Ritchie (2017) Policing motherhood (Ch 8 in Invisible No More)
16. Roberts (2020). Abolishing Policing Also Means Abolishing Family Regulation.
17. Blue Ribbon Commission
18. Villanueva, E. (2018). Decolonizing Wealth
19. Dawson, Toombs, & Mushquash (2017). Indigenous research Methods: A Systematic Review
20. Grills, C., Hill, C. D., Cooke, D., & Walker, A. (2018). California Reducing Disparities Project (CRDP) Phase 2 Statewide Evaluation: Best Practices in Community Based Participatory Practice.
https://bellarmine.lmu.edu/media/lmubellarminesite/bclarandomforadminonly/bcladepartments/psychology/psychologyimages/parc/08092018_PROOF%20BP-PARC-hres.pdf
21. CRDP and PEI (TBA)
22. Nelson and Prilleltensky (2010). Ch. 16
23. ATI Reading <https://lcalternatives.org/reports/> and ATI Video <https://lcalternatives.org/>
24. ATI video <https://lcalternatives.org/>
25. Cancio, Grills, & Garcia (2019). The Color of Justice
<https://national-psych-alliance.com/products/color-of-justice/>
26. Ridolfi, Washburn, & Guzman (2016). The prosecution of youth as adults
27. Bridges & Steen (1998). Disparities in official assessments of juvenile offenders: Attributional stereotypes as mediating mechanisms
28. Nelson and Prilleltensky (2010). Ch. 24
29. Ginwright (2018). The Future of Healing: Shifting from trauma informed care to healing centered engagement

Community Engagement Project

In this course, all students will participate in a Community Engagement research and technical assistance project. Our community partner is a non-profit community-based organization in Los Angeles County focused on culturally and contextually grounded community designed interventions for youth involved in or at risk of involvement in the juvenile justice system. We will be working with their staff to conduct a

mixed methods study (quantitative and qualitative methods) that includes structured interviews and a survey of alumni of the organization's juvenile justice prevention program. In addition, we will provide research methods technical assistance to a few BCLA classes who will be working with similar community-based organizations on the same objective. There are 2 parts to the project.

PART 1: You will meet with program staff and research assistants in the field to learn about the program. You will catalogue what program services were in prior years and what they consist of now. You will use this information to collaboratively develop a draft survey tool, structured interview protocol, and recruitment and data collection strategy. You will conduct a literature review of that will address positive youth development theory and practice, the sociopolitical issues affecting the ethnocultural target populations served, the social and historical context of their communities, and theory and practice in juvenile justice. You will then share this with the organization for input and approval. The final protocol and methods must be submitted to IRB for approval. Everyone must do CITI certification or provide evidence of such certification by the beginning of week 3 of classes.

PART 2: As a group, working in designated teams, the entire class will conduct the surveys and structured interviews. Surveys will be conducted in Qualtrics. The data will be analyzed, and the results will be presented (using a narrative summary and a powerpoint) to our community organization partner.

Current Affairs Hot Topics Process

Throughout the semester, I will share with the class a hot topic in the news (print, internet, or T.V. media). In other instances, you will be asked to bring in a hot topic. Sometimes the material will be shared in advance of the class meeting and in other instances the material will be shown/shared in class (e.g., a news clip). Students will work in small teams to analyze the media coverage using the lens of Community Psychology and share their analysis with the class. You will be called upon to present an analysis of the hot topic using readings from the current week. In other instances, you will be encouraged to draw upon materials covered to date in the course.

Discussion Lead Guidelines

Students working in dyad teams will be responsible to lead one discussion worth 20 points. Dyads are allotted 20 minutes total. The following guidelines should be followed.

- Each student in the dyad will select one article each (= 2 articles on a singular topic/issue/variable) from The Journal of Community Psychology, The American Journal of Community Psychology, The Community Psychologist, or a related journal (e.g., Preventive Medicine) (from 2015 to the present). You must request special permission for an article outside of this timeframe or these sources. For example, journals in Public Health, Social Psychology, Sociology, ethnic psychology journals (AAPA, NLPA, JBP, etc.) may be appropriate.
- *All articles must be approved in advance.* Submit a copy of your article and a one-paragraph explanation of why you selected this topic and how it relates to or extends what is covered in current course materials. This must be submitted **"TWO"** weeks prior to your scheduled presentation. The article and one-paragraph explanation should be **UPLOADED** to Brightspace.
- Prepare a handout for your classmates that summarizes key points from the article. Include

a full APA formatted reference in the opening of your summary.

- Prepare a 10 minute presentation on your article addressing the following:
 1. Basic article topic and thesis
 2. Hypotheses (if relevant)
 3. Methodology (if relevant)
 4. Conceptual argument (if a non-empirical article)
 5. Findings or conclusions (including some attention to the type of data analysis or critical argumentation employed)
 6. In your critical analysis of the article (conceptual or methodological) be sure to relate the article to course materials where relevant (compared and/or contrasted)
 7. How the article represents the principles, perspectives and/or values of community psychology
 8. Implications of the findings
 9. If relevant, relate the article to our class project target population.
 10. Link your article to a current event and provide information in your discussion lead about this current event. You can include clips from the news (major network news or sources like CNN, MSNBC, Fox News, The Daily Show, ABC, NBC, CBS etc.), news articles in sources like the New Yorker, transcripts from radio shows like NPR, POTUS, blogs, etc.
- Lead a 10-minute class discussion on the points raised by your article and its relevance to current events.

You will be graded on your:

- adherence to the above guidelines (Use them as a checklist for yourself),
- professional delivery of your presentation,
- ability to engage your audience,
- command of the material (Please do NOT read your outline to the class), and
- response to questions and facilitation of discussion.

FINAL POINTS

POINT - GRADE DISTRIBUTION

A 279 - 300	C+ 231 - 239	
A- 270 - 278	C 219 - 230	
B+ 261 - 269	C- 210 - 218	(A score of 210
B 249 - 260	D+ 207 - 139	is needed for a
B- 240 - 248	F 206	CR (credit grade.)

Student Workload Expectations: In line with LMU's Credit Hour Policy, students enrolled in 4 credit courses are expected to devote a *minimum of 6 hours a week* beyond class time to meet course requirements (i.e. reading, writing, research, etc.). These expected hours per week for class work are for the typical semester.

21st Century Skills: You will be invited throughout your academic career here at LMU to develop competencies in executing 21st century skills including critical thinking, communication, information and media literacy, social responsibility, problem solving, collaboration, self-directed learning, accountability and adaptability.

The Writing Center at LMU: You are strongly encouraged to use the writing center for any documents we prepare for the class and for our partners. An important part of improving your writing is getting feedback and revision suggestions

on your writing projects *in progress*. The Writing Center offers free tutoring sessions (online or face-to-face) in which you can get feedback from a peer writer on your digital and print texts for any class at any stage in your process. For more information, including hours of operation visit the Writing Center's website: <https://academics.lmu.edu/arc/writingcenter/>. When you're ready to make an appointment with a writing tutor, just call or visit: 310.338.2847 | Daum Hall, 2nd floor.

Be Responsible: Please keep track of all your assignments. When you write your papers make sure to save a paper copy and a Computer disk copy. **Keep all your work until you receive your final grade.** You will not receive credit for something you said you did if you do not have proof.

Academic Honesty: Loyola Marymount University is a community dedicated to academic excellence, student-centered education, and the Jesuit and Marymount traditions. As such, the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place. Academic dishonesty will be treated as an extremely serious matter with severe consequences that can range from receiving no credit for assignments/tests, failing the class, to expulsion. It is never permissible to turn in any work that has not been authored by the student, such as work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard set forth in the "Academic Honesty Policy" (<http://academics.lmu.edu/honesty>.)

Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. Every effort is being made to minimize an environment for cheating. If you are caught cheating during an exam or plagiarizing your paper, at the minimum you will receive a "0" for that test/paper and will be penalized according to university regulations. Familiarize yourself with LMU rules and regulations regarding cheating/plagiarizing.

Withdrawal From the Class: It is your responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so.

Email Communication: At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

Expectations for Classroom Behavior: RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the *Lion's Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.

Emergency Preparedness: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit <http://www.lmu.edu/emergency>.

*This syllabus is intended as a guide to required readings, assignments, and topics to be covered in the course.
Modifications in any of the above may occur at the discretion of the instructor.
Any major changes to the syllabus will be discussed in class.*

Source for images – Page 1

<https://www.google.com/url?sa=i&url=https%3A%2F%2Faztrauma.org%2Fpromotion-of-social-justice%2F&psig=AOvVaw3WCoZ3a4OpcOz0dH2MVzNB&ust=1598048106296000&source=images&cd=vfe&ved=0CAIQiRxaFwoTCMjLiqbnqusCFQAAAAAAdAAAAABAD>

<https://www.google.com/url?sa=i&url=http%3A%2F%2Fblog.needymeds.org%2F2019%2F02%2F20%2Fsocial-justice-healthcare%2F&psig=AOvVaw3WCoZ3a4OpcOz0dH2MVzNB&ust=1598048106296000&source=images&cd=vfe&ved=0CAIQiRxaFwoTCMjLiqbnqusCFQAAAAAAdAAAAABAO>