




Introduction to

Community Psychology

Fall 2023 | Psy 270 | Computer Center 402 | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

Theory and research in community psychology. Prevention, social change, dissemination models, empowerment, and methods. This course will provide opportunities for you to learn about frameworks and approaches used in community psychology and practice them in a combination of reading, writing, watching, listening, and doing.

			
Professor: Dr. Katie Clements Pronouns: she/her	vadnais3@msu.edu I will respond within 1 business day	Class: Computer Center 402 Mon and Wed 3:00 – 4:20 pm	Office Hours – Psy 136, Friday 2:30 – 4:00 or schedule at calendly.com/drkvc
Graduate TA: Jordynn Todosciuk Pronouns: she/her	Email them first! todosci1@msu.edu		Office Hours —Thursday 10:30am—12pm at MSU Union, 1 st floor main lounge or schedule at calendly.com/jordynn_t
Undergraduate Assistants: Madelyn Schurman Pronouns: she/her	Email them second! schurma6@msu.edu		In person, email to schedule



Office Hours

Office hours are informal ways to connect with your instructor – and I love to get to know students! You can ask about anything or discuss course topics. It’s also the right place to discuss your grades. You can stop by my office at the time above, or schedule with the calendly link. Be sure you note Psy 270 in your appointment.



Required Text

Jason, L.A, Glantsman, O., O’Brien, J. F., & Ramian, K. N. (Eds.) (2019). **Introduction to community psychology: Becoming an agent of change**. [Creative Commons License](#)

- Open access, electronic copy only - download FOR FREE! here
- All other material available via D2L



Course Format

This course meets in person twice each week. Complete assigned reading prior to class. Lecture will primarily be to elaborate on course concepts, and to give you a space to discuss and apply them to your own interests. Participation is necessary to receive the full benefits of the course. This is *not* a note memorization course.



Classroom Philosophy

- We are all whole people (not just students or professors) – I respect your “whole personness”
- We all must be *active learners* and co-create our learning environment
- Humble respect for others’ experiences, insights, and identities gives us the most room to learn and grow
- We’re all doing our best! It may look different than it did yesterday, or what it will be tomorrow, or different from someone else’s. But let’s bring our best, as it is in this moment.

COURSE LEARNING OBJECTIVES

These are the course objectives we will achieve this semester. By the end of the course you will be able to:

- Explain the foundations of community psychology and how it differs from other fields of psychology
- Describe the values, research methods, and approaches used in community psychology
- Examine social issues, including research and events, through an ecological lens
- Identify the ways community psychologists use their knowledge and skills to affect change
- Develop skills for engaging in critical discussion of social issues as scholars and citizens

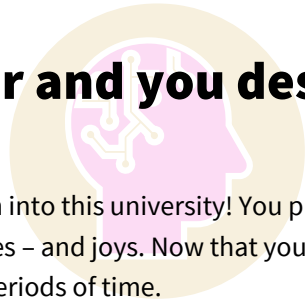
COMMUNITY PSYCHOLOGY IN ACTION

This semester, we are planning the **best community psychology course ever!** Students have spoken, and we have listened. Community psychology training differs from other areas of psychology in many ways – one of which is that they are trained to work with community groups instead of individuals. We (your instructors) have set up a partnership with Registered Student Organizations (RSOs) on campus and you will work in small groups to partner with an RSO. These are real partnerships, so we may encounter a number of unpredictable challenges. We have done our best in anticipating this, but as you will learn, many unexpected outcomes occur when we apply coursework to real life! For the purpose of this course, **you will serve as a kind of ‘consultant’** to the RSO – providing your expertise in community psychology to help them achieve their goals.

We will match you with an organization. When you are assigned an RSO, here’s what the partnership will entail:

1. Set up contacts – who will be primary contact and backup contact (for RSO, and your group)
2. Relationship building period – get to know your org! You will want to understand their:
 - a. Long-term goals
 - b. Short-term goals
 - c. Challenges
 - d. Activities – attend a meeting (or more!), see what they do!
 - e. Community participation – who currently participates? Who is not participating? Who do they want to reach?
 - f. Community role – how do they see themselves as part of the MSU community?
 - i. What relationships does the org have? What relationships does it want?
3. Complete class assignments about RSO and their goals or needs, as if they were your client
4. Share draft of group assignment with RSO contacts for feedback (save that feedback!)
5. End-of-semester reflection on the partnership

You matter and you deserve to be here



You worked hard to gain admission into this university! You proved that you can do hard things. College will be full of unexpected challenges – and joys. Now that you’re here, you get to continue to demonstrate how much you can learn in short periods of time.

“Office hours” are also “student hours”! Please drop in during my Friday office hours, or anytime you see me in the office and introduce yourself. It’s the right space to discuss your grade, or we can talk about other parts of student life too. It is a supportive space to talk through your questions, concerns, or goals.

My teaching style is very interactive and grounded in active learning. You will be expected to participate in ways that might be surprising for a large lecture. I see my role as giving you both knowledge and skills that your future employer expects of you as a graduate, and that your community expects of you as a citizen. Bring your full self to class for the limited time we’re together. “Be where your feet are” – put your distractions away for a short time and get your head in the game. Students report that it’s harder, but it’s really worth it to participate more. And because you matter, and you deserve to be here in this university, your contributions deserve to be seen in the classroom.

“My advice to anyone taking this course in the future is to definitely take advantage of the group discussions held in class. Both full class and small group discussions are incredibly valuable to understanding the content of this course, gaining knowledge of diverse experiences, and the foundations of community outreach.” – Former Student

“Take everything you learn in your semester and try to apply it. It will likely help you solve problems you encounter throughout life, for example, awareness versus action, as a student you have such great power to change certain community issues at your university.” – Former Student

External Resources

As a member of the MSU community, you have access to many resources. Perhaps the best one is the library! You can even chat with a librarian from the website (lib.msu.edu) and they can help you find whatever you need. They’ll even get it for you if the library doesn’t already have it!

I am aware that many classes start Groupme chats (or something similar) to communicate with each other outside of class. I have also learned that there can be a lot of misinformation in those group chats. Sometimes students learn the hard way when they rely on Groupme instead of official course materials (like the syllabus, or d2l announcements). Therefore, I recommend that you use that type of resource carefully. Consider it a source of encouragement and camaraderie, but not as official course information. I believe that learning to use our resources wisely and collaborate is a wonderful, valuable life skill. It’s also increasingly imperative that we become critical and informed about all of our sources.

Check the FAQ tab in d2l for official answers to common questions! We’ll keep it updated throughout the semester.

ASSIGNMENTS

Attendance



There is an attendance component to your grade. Students routinely report that attending class helps them apply the concepts. Students also report that their favorite learning moments come from class engagement – you! It costs between \$1,975 and \$5,252¹ just for you to be enrolled in this class – make it count. Therefore, you will be expected to participate to your full ability. The lowest 4 attendance grades between weeks 3-15 are dropped.

Small Individual Assignments



Some weeks, you will complete a short individual assignment (worksheet-sized) about your community partner (RSO). Most of these assignments will be part of your contribution to a group assignment, so you will need to have it prepared in time to discuss with your group. These individual assignments are what will be discussed in the group assignment.

Group Assignments



Group assignments are primarily discussion with your group mates about each other's individual ideas. You will each be working with a small group as consultants for an MSU RSO, and you will work with your classmates to use your community psychology knowledge and skills to help them meet their goals. Some weeks, you will use your individual work to complete a discussion-based group assignment related to your partner. Instructional details will be provided in D2L and discussed in class. You will be evaluated on your individual contribution. The 'group' aspect will be sharing your reflections and integrations of other students' ideas.

Weekly Quizzes



Each week, you will complete short quizzes in D2L. These quizzes can be taken up to 3 times before the deadline (Friday, 7pm MSU time) for the highest score. The purpose of the quiz is to ensure you understand the key concepts and terms associated with the week's units. Questions are drawn from lecture and assigned reading. I recommend you read first, then test your knowledge with the quiz. Go back to the book/article to review any topics you missed, then retake! Your lowest 2 quiz scores will be dropped.

Media Project



I believe scholarly knowledge should be publicly available. It is increasingly common to share research and new knowledge in creative ways to reach the general public. It also helps distill what is really important and valuable to know about a concept, which will be applicable to your future career or life role. The purpose of the project is to communicate a topic below to a non-academic audience. You may complete this with a partner, or in a group of up to four (4) students! **Students will either be in Set 1 (draft in week 7, final in week 9) or Set 2 (draft in week 14, final in week 16).** *You do not have to use your topic or RSO.* You may use examples of that course concept from your experience as an RSO consultant, if applicable. Further details in D2L. Possible project formats include:

- Podcast
- Video
- Social media campaign

Choose from these topics:

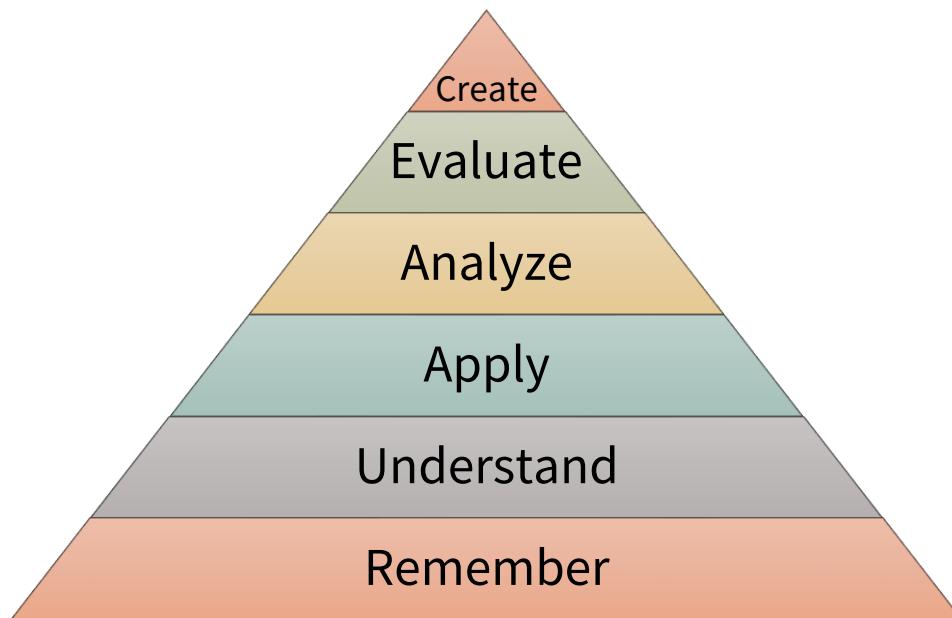
- Social & Political Change
- Theories in Community Psychology
- Oppression and Power
- Empowerment
- Research Methods
- Community Interventions
- Evidence-based Practices
- Community Organizing
- Behavioral Community Approaches
- Public Policy
- Prevention & Promotion
- Dissemination & Implementation
- Program Evaluation

ASSIGNMENT MAPPING

I want us to cultivate a classroom where we are invested in the learning process (not an exam). Here is how I do that.

Bloom's Taxonomy is basically a hierarchical classification of levels of thinking. Modern updates to the model have renamed the levels as verbs (things we consciously do), identified knowledge (the type of knowledge gained) and cognitive process (the processes used to gain the knowledge) dimensions. I use Bloom's Taxonomy to ensure we're mastering a variety of skills using a variety of cognitive processes.

Here is a diagram for our course that outlines how you're progressing up through the levels of thinking in this course, via activities and cognitive processes. As you master more fundamental activities, you gain those skills and move up the hierarchy. Obviously, some of the assignments use multiple skills and processes.



Assignments	Bloom's Taxonomy	Cognitive Skills (and many more!)
Media Project	Create	Design, develop
Group Assignments	Analyze & Evaluate	Argue, critique, compare, contrast
Individual Assignments	Apply	Implement, demonstrate
Weekly Quizzes	Remember & Understand	Explain, describe, summarize
Attendance	Remember	Recall

¹ Calculation based on in-state and out-of state [tuition calculator](#), sophomore credit status, 12 credits

GRADING POLICIES

The grading scale and points allocated per assignment are shown below.

The bulk of your grade is made up of weekly quiz scores, which you can take three (3) times until the Friday deadline, and I drop the lowest two scores. The dropped attendance and quiz scores mean that everyone gets to have some health days – no explanation required! I do not make additional exceptions to the grading criteria.

Individual and Group Assignments – you may submit these up to a week late, with a late penalty. You must email me and the TA of late submissions so we know to grade them. I generally discourage late work, as your individual work contributes to the group assignment and therefore, your peers are counting on you. Your group assignments are graded individually, and you can get points for the individual portion even if you do not complete the group portion.

No late projects accepted.

Grading Scale	
Grade	Percentage
4.0	89.5-100
3.5	84.5-89.4
3.0	79.5-84.4
2.5	74.5-79.4
2.0	69.5-74.4
1.5	64.5-69.4
1.0	59.5-64.4
0.0	≤59.4

Assignment Distribution

Assignment	Points	Setup	Contribution
Attendance	2 pts/each (42 pts)	Lowest 4 dropped	~8%
Weekly Quiz	20 pts/each (200 pts)	Lowest 2 dropped	~38%
Individual Assignments	20 pts/each (60 pts)	All count	~11%
Group Assignments	30 pts/each (120 pts)	All count	~23%
Tol or RSO Reflection	Up to 10 points	Required	~2%
Media Project	Up to 100 points	Required	~19%
Total	Up to 532 points		100%

POLICIES & EXPECTATIONS

The following describe various policies that will be enforced during the semester.



Deadlines and Due Dates

- Class: Monday, Wednesday 3:00 – 4:20pm ET
- Complete reading before class Mondays
- Most assignments due Fridays 7pm ET

Note exceptions in the syllabus/assignment details. I will make reasonable accommodations for students if notified in a timely manner. Complete the reading before class each week to engage with class content. You will have class time to work on most assignments, and they will be due Fridays at 7pm.



Academic Misconduct and AI (Artificial Intelligence; ChatGPT) Use Policy

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities ([SRR](#)) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades](#); and [Ordinance 17.00, Examinations](#).

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, quizzes, and projects without assistance from any source. You are expected to develop original work; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

AI Policy: Your work must be your own original work, and all contributing ideas must be cited. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, it does not belong in our class. The use of AI robs us all of the opportunity to learn from our human experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning and critical thinking. AI simply cannot do that learning for us. Use of AI (like ChatGPT) to complete any class assignment is considered academic misconduct in this class. If you are unsure, contact me.



Civility (Non-Academic Misconduct)

Developing a successful learning space requires extra attention to the way we engage each other. Our actions affect everyone in our community. This class may offer the opportunity to challenge and explore our own beliefs and we may find ourselves challenging other people's beliefs as well. Please remember that everyone learns from the lens of their own experiences. If you challenge your classmates make sure it is with the goal of enhancing each other's learning.

Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all

concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."



Course Management Software

- We use D2L (<https://d2l.msu.edu/>) for online course management *and communication*.
- Manually set your D2L emails and announcements to forward to your @msu.edu email (go to your profile, then 'notifications' to check the box for emailing announcements)
- Check for announcements and messages in D2L regularly and often



Limits to Confidentiality

Please note that **the instructor of this course is a mandated reporter**. I am required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, occurred at a University-sponsored event, or occurred on University property, and *even if these are reported in course materials (including assignments)*. Therefore, if you share such an experience with me, I will be required to share your name and the details of the disclosure to the Office of Inclusion and Equity (OIE) and MSU Police:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

OIE will include these facts, (not your name) in the University's statistics on sexual and domestic violence. They will also reach out to you via email with additional university resources. It is entirely your decision to use any of the provided services or even respond to the University's email.



Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. **Important:** Please email or have RCPD send this form to me as soon as possible but at least two weeks prior to the accommodation date (class, assignment, etc.). **VISAs are not retroactive.** You must submit them prior to the accommodation, so submit even if you're unsure if you will need it.



Inclusive Environment

MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: <http://oie.msu.edu/>

TIPS FOR SUCCESS

Most students earn a 4.0 in this class, and you should too. Do the following, and you will succeed!



Reading and Projects

Complete the assigned reading/watching/listening before class. They will help you develop an informed perspective to bring to class discussion. If you are confused about any part of the reading or have questions about what you read, bring those too! You will need informed background as you complete individual activities, and you'll want to bring an informed perspective to your group discussion. Please email your grad TA and ULA a picture of your favorite animal by 9/15 at 7pm for extra credit.



External resources

I am very aware that students are facing additional financial strain. I have worked to create a course that requires no extra materials cost. If accessing any external course resources is a financial barrier for you, let me know – there is no threshold of need here. No one will go without the resources they need for this class. We'll make sure you get what you need.

Weekly Schedule

I recommend maintaining a weekly schedule of activities for this class, and especially any with unusual schedules (online, once-a-week, etc.). The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work (and saves your weekends!).



Monday: Class
Tuesday: Assigned Content
Wednesday: Class
Thursday: Submit quiz
Friday: Read next week's chapter



Writing Center and Collaborative Learning Center

The Writing Center (writing.msu.edu) and the Collaborative Learning Center (nssc.msu.edu/clc) help develop skills and academic strategies.



How to Email

I post all announcements in D2L, even though we meet in person. Check D2L regularly for updates, and especially before you email – often I've already answered your question there! Please forward your D2L inbox and announcements to your regular MSU email. **Please email the TA first, especially about assignments.** I will make every effort to respond to emails within 1 business day. I expect you will extend the same courtesy and respond to emails from your instructors and classmates in a timely manner. **Always include 'Psy 270' in your subject line** so we can find your emails and respond appropriately. MSU is my professional workplace, and it's easy to email your professors respectfully. Follow these guidelines: [Email without being annoying](#)



D2L

D2L will be used for administrative and instruction purposes including announcements, housing course documents (e.g., assignments, readings), and recording grades. Please explore D2L widely, so you know how to find materials and track your progress. As an instructor, I can also see your progress – including what you do and don't access and submit. Please remember the D2L HelpDesk (accessed at <http://d2l.msu.edu> or by phone at 1-800-500-1554) is a great tool for navigation and troubleshooting. Please route your technological concerns to them. I can't fix d2l, always call them first!



Personal Success

Please utilize me as a resource to help you succeed, both in class and outside class. I want you to 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies! If one or more of those things are not happening, please connect with me so we can work together to figure out a plan to improve your situation.

RESOURCES FOR STUDENTS

I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place. The university is a huge institution, and if a different form of support would be useful, we will do our best to help you find it.

Please, save the **988 Suicide and Crisis Lifeline, and Mental Health Hotline in your phone: 988**



MSU Campus Resource List

The Department of Psychology has compiled a list of academic, mental health, culture, and identity resources around campus: <https://psychology.msu.edu/undergraduates/student-resources.html>



MSU Dependent Care Support

Michigan State University offers a dependent care support program for children or elders. This is a backup option if your usual child or eldercare falls through and a lack of care would stop you from attending class or completing schoolwork. Up to 40 hours of care per fiscal year are subsidized *per dependent*. <https://worklife.msu.edu/family-care/kids-parents/backup-care>.



MSU Student Food Bank

The MSU Student Food Bank serves MSU students experiencing food insecurity by providing free food and related items. Website: <https://foodbank.msu.edu/> Email: foodbank@msu.edu.



Legal Services

Funded by student taxes, Student Legal Services provides free professional legal assistance and representation to eligible students through a contract with the law firm of Jeffries and Associates, PLLC. Call to engage services. <http://studentlegalservices.com/index.html>.



Student Basic Needs

Student Advocates for Basic Needs Security (SABNS) is a student organization that advocates on behalf of students for the equitable distribution and practice of providing for the basic needs of students. Basic needs as it relates to this purpose are defined as affordable housing, access to healthy food options, and access to the hygiene and other resources that contribute to student success. Their website and resource guide are located at: <https://socialwork.msu.edu/students/student-advocates-for-basic-needs-security.html>.



Confidential MSU Resources

There are resources available for students who would like confidential support, *without mandated reporting* to OIE or MSU Police. Most services are free.

MSU Counseling and Psychiatric Services (CAPS)

3rd Floor Olin Health Center Building
463 E Circle Drive
East Lansing, MI 48824
(517) 355-8270

MSU Sexual Assault Program

207 Student Services Building
556 East Circle Drive
East Lansing, MI 48824
(517) 355-3551 (office)
(517) 372-6666 (24 hour crisis line)
Website: www.endrape.msu.edu
Sexual Assault Healthcare Program – 24/7 Sexual Assault Nurse Examiners
Student Services Bldg, Parking
[Website link](#)
(517) 353-2700

MSU Safe Place (Domestic Violence)

(517) 355-1100
Email: noabuse@msu.edu
Website: <http://safeplace.msu.edu>

University Ombudsperson

354 Farm Lane, Room 129, North Kedzie Hall
East Lansing, MI 48824
(517) 353-8830
Email: ombud@msu.edu
Website: <http://www.msu.edu/unit/ombud>

COURSE SCHEDULE

Each week we will cover a scholarship or practice area. See the attached reading list for each week.

Week	Date	Topic	Assignments	Due Date
1	8/28	Course, Syllabus, D2L, RSO Plan		
	8/30	Reflections & Assumptions		
2	9/4	Labor Day	Weekly Quiz – Ch 17	9/8, 7:00pm
	9/6	Social & Political Change	IA: Ladder of Inference Worksheet	9/8, 7:00pm
3	9/11	History	Weekly Quiz – Ch 2	9/15, 7:00pm
	9/13	Gender and Sexual Minorities		
4	9/18	Theory	Weekly Quiz – Ch 5	9/22, 7:00pm
	9/20	Sense of Community	GA: TOI Ecological Model	9/29, 7:00pm
5	9/25	Oppression, Power, Empowerment	Weekly Quiz – Ch 9 and 10	9/29, 7:00pm
	9/27	Poverty & SES		
6	10/2	Methods	Weekly Quiz - Ch 6	10/6, 7:00pm
	10/4	Photovoice	GA: Photovoice	10/13, 7:00pm
7	10/9	Prevention & Promotion	Weekly Quiz – Ch 12	10/13, 7:00pm
	10/11	Substance Use	Media Project Set 1 draft due	10/13, 7:00pm
8	10/16	Interventions	Weekly Quiz – Ch 11	10/20, 7:00pm
	10/18	Evidence-based Practices	IA: Prevention vs Promotion	10/20, 7:00pm
9	10/23	Fall Break		
	10/25	Catch-Up Day!	Media Project Set 1 Final Due	10/27, 7:00pm
10	10/30	Program Evaluation	Weekly Quiz – Mertens & Wilson Chapter	11/3, 7:00pm
	11/1	Mental Health	GA: Logic Model	11/10, 7:00pm
11	11/6	Community Organizing	Weekly Quiz – Ch 15	11/10, 7:00pm
	11/8	Children, Youth, & Families	GA: Community Organizing	11/17, 7:00pm
12	11/13	Community Organizing		
	11/15	Behavioral Community Approaches		
13	11/20	Public Policy AND Education	Weekly Quiz – 16 and 14	11/22, 7:00pm
	11/22			
14	11/27	Dissemination & Implementation Healthcare	Weekly Quiz – Ch 18	12/1, 7:00pm
	11/29	International Perspectives	Media Project Set 2 Draft Due	12/1, 7:00pm
15	12/4	Your Future – Q&A Panel	Weekly Quiz - Ch 4	12/8, 7:00pm
	12/6	Guest Panel	Reflection on RSO Partnership	12/8, 7:00pm
16	12/11		Media Project Set 2 Final Due	12/11, 5:00pm

*Recorded attendance starts in week 3.

“IA” indicates Individual Assignment, “GA” indicates Group Assignment

WEEKLY reading/watching/listening

All materials outside of the textbook will be posted on D2L. This list of tasks is subject to change.

Week 1: 8/28, 8/30 – What is this course all about?

1. Read Syllabus
2. ICPⁱ Chapter 1: Introduction

Week 2: 9/4, 9/6 – Social & Political Change

1. ICP Chapter 17: Social and Political Change
2. Read: Silva et al. (2018). #WEWANTSPACE: Developing student activism through a decolonial pedagogy. *American Journal of Community Psychology*, 62, 374-384.

Week 3: 9/11, 9/13 – History AND Gender and Sexual Minorities

1. Read: ICP Chapter 2: History
2. Read: Pacey et al. (2020). “It feels like home”: Transgender youth in the Midwest and conceptualizations of community climate. *Journal of Community Psychology*, 48, 1863-1881.

Week 4: 9/18, 9/20 - Theory AND Sense of Community

1. Read: ICP Chapter 5: Theories
2. Watch: Sporn, P. (Director). (2018). Detroit 48202 [Video file]. New Day Films. Retrieved April 16, 2022, from Kanopy. <https://www.kanopy.com/en/msu/video/5433845>

Week 5: 9/25, 9/27 - Oppression, Power, and Empowerment AND Poverty & SES

1. Skim: ICP Chapter 8: Respect for Diversity (will help you understand Ch 9-10)
2. Read: ICP Chapter 9: Oppression and Power
3. Read: ICP Chapter 10: Empowerment
4. Watch: PBS Frontline: Growing up Poor in America

Week 6: 10/2, 10/4 - Methods AND Photovoice

1. Read: ICP Chapter 6: Research Methods
2. Choose from: (read 1 article below)
 - a. Agner, J., Barile, J. P., Botero, A., Cha, T., Herrera, N., Kakau, T. M., Nakamura, L., & Inada, M. (2020). Understanding the role of Mental Health Clubhouses in promoting wellness and health equity using Pilinahā - An Indigenous framework for health. *American Journal of Community Psychology*, 66(3-4), 290-301. <https://doi.org/10.1002/ajcp.12457>
 - b. Foster-Fishman, P. G., Law, K. M., Lichty, L. F., & Aoun, C. (2010). Youth ReACT for Social Change: A method for Youth Participatory Action Research. *American Journal of Community Psychology*, 46(1-2), 67-83. <https://doi-org.proxy1.cl.msu.edu/10.1007/s10464-010-9316-y>

Week 7: 10/9, 10/11- Prevention & Promotion AND Substance Use

1. Read: ICP Chapter 12: Prevention and Promotion
2. Read: Skewes et al. (2019). Partnering with Native communities to develop a culturally grounded intervention for substance use disorder. *American Journal of Community Psychology*, 64, 72-82.

Week 8: 10/16, 10/18– Interventions AND Evidence-based Practices

3. Read: ICP Chapter 11: Community Interventions

Week 9: 10/23, 10/25 – Catch Up to stay on track

Week 10: 10/30, 11/1 - Program Evaluation AND Mental Health

1. Read: Mertens, D. M., & Wilson, A. T. (2019). Introduction to evaluation: Defining terms and ethical considerations. In *Program evaluation theory and practice: A comprehensive guide* (pp 3-33).
2. Read one of posted research summaries in d2l

Week 11: 11/6, 11/8 - Community Organizing AND Children, Youth, & Families

1. Read: ICP Chapter 15: Community Organizing, Partnerships, and Coalitions
1. Watch: Karen Pritzker, James Redford, & KPJR, F. (Producers), & Redford, J. (Director). (2015). Resilience: The Biology of Stress & the Science of Hope. [Video/DVD] Ro*Co Films.
<https://video.alexanderstreet.com/watch/resilience>

Week 12: 11/13, 11/15 - Behavioral Community Approaches & Public Policy AND Education

1. Read: ICP Chapter 16: Behavioral Community Approaches
2. Read: ICP Chapter 14: Public Policy
3. Choose from: (article or film below)
 - a. Read: Cohen et al. (2020). Opportunities for youth participatory action research to inform school district decisions. *Evidence & Policy*, 16(2), 317-329.
 - b. Watch: Anita Khanna, Rehad Desai, & Zivia Desai Keiper (Producers), & Desai, R. (Director). (2019). Everything Must Fall. [Video/DVD] Icarus Films. <https://video.alexanderstreet.com/watch/everything-must-fall>

Week 13: 11/20, 11/22 - Dissemination & Implementation AND Healthcare

1. ICP Chapter 18: Dissemination and Implementation
2. Read: Hilgendorf et al. (2019). Language, culture, and collectivism: Uniting coalition partners and promoting holistic health in the Menominee Nation. *Health Education & Behavior*, 46(1_Suppl), 81S-87S.

Week 14: 11/27, 11/29 - International Perspectives AND Environment

1. ICP Chapter 4: International Perspectives
2. Watch: Brosnan, K. Tico, T. (Director). (2019). Poisoning Paradise [Video file]. Gravitas Ventures. Retrieved April 16, 2022, from Kanopy. <https://www.kanopy.com/en/msu/video/11181402>

Week 15: 12/4, 12/6 - Your Future!

1. Optional: ICP Chapter 19: Looking into Your Future (lots of information about graduate schools, conferences, free resources, funding!)

Finals Week, Submit your Project by Monday, 12/11 at 5:00pm

ⁱ ICP = Introduction to Community Psychology: Becoming an Agent of Change textbook.