




Introduction to

Community Psychology

Fall 2022 | Psy 270 | Business College North N100 | 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.	Business College N100 Wed and Fri 3:00 – 4:20pm	Office Hours – Friday 1:30-2:30 (psy 136) or schedule at calendly.com/drkvc
Graduate TA: Rosaura Dominguez-Rebollar Pronouns: she/her	doming75@msu.edu		Thursdays 1:00-2:00 on Zoom [click for link]
Undergraduate Learning Assistant: Caleb Bonno Pronouns: he/him	bonnocal@msu.edu		Wednesdays 1:00-2:00 at MSU Union



Office Hours

Office hours are informal ways to connect with your instructor – and I love to get to know students! You can ask questions or discuss course topics. You may or may not have a specific concern, and that’s ok. 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 rote 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 OBJECTIVES

The following are the course objectives you can expect to 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

ASSIGNMENTS

Attendance



There is an attendance component to your grade, for weeks 3-15. 10 of these weeks count towards your grade.

Small Individual Assignments



Some weeks, you will complete a short individual assignment (worksheet-sized) on your topic of interest. 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.

Group Assignments



You will each be assigned a topic of interest group, and you will work with your classmates sharing that interest topic. Some weeks, you will complete a discussion-based group assignment related to your shared topic of interest. 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 as many times as you'd like before the deadline (Friday, 7pm MSU time) to get the score you want. The purpose of the quiz is to ensure you understand the key concepts and terms associated with the week's topics. 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 whatever future career or life role you have. The purpose of the project is to communicate a fundamental course concept (chapter topic) to a non-academic audience. You may choose to complete this individually, with a partner, or with a small group of up to four (4) students! Further details in D2L. Possible project formats include:

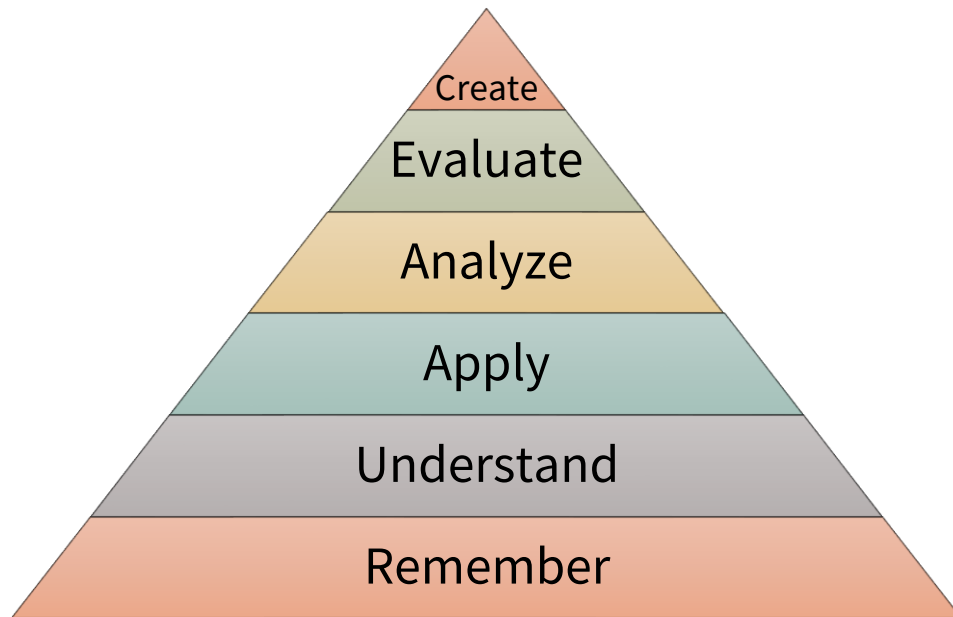
- Podcast
- Mini-presentation video
- Social media hashtag campaign
- Other? Bring me your creative ideas!

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 dimensions (the type of knowledge gained) and cognitive processes dimensions (the processes used to gain the knowledge). 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

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 notify me and the TA of late submissions so we can grade them. I generally discourage late work, as your individual work contributes to the group assignment and therefore, your peers are counting on you.

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	Up to 20 points	Lowest 4 dropped	~7.1%
Weekly Quiz	Up to 110 points	Lowest 2 dropped	~39.3%
Individual Assignments	Up to 40 points	All count	~14.3
Group Assignments	Up to 60 points	All count	~21.4%
Media Project	Up to 50 points	Required	~17.9%
Total	Up to 280 points		100%

POLICIES & EXPECTATIONS

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



Deadlines and Due Dates

- Class: Wed, Fri 3-4:20 ET in person
- Most assignments due by class start or end
- No deadlines on weekends

Note exceptions in the syllabus/assignment details. I will make reasonable accommodations for students if notified in a timely manner. I never assign weekend or late night deadlines, in alignment with my values.



Academic Misconduct

Both students and faculty are responsible for “maintaining the integrity of scholarship, grades, and professional standards,” per

MSU’s [Student Rights and Responsibilities](#) and the [Spartan Code of Honor](#). In addition, the Psychology Department adheres to 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. **Your work must be your own original work, and all contributing ideas must be cited. 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 challenge and explore our own beliefs and we may find ourselves challenging each other’s beliefs as well. Please remember that everyone is going to move through this material in their own way and from the lens of their own experiences. If you do challenge your classmates, make sure it is with the goal of enhancing each other’s learning.



Course Management Software (D2L)

- We use D2L (<https://d2l.msu.edu/>) for course management *and communication*.
- Please manually set your D2L emails to forward to your @msu.edu email (in D2L email settings)
- **Very important:** Please manually set your D2L announcements to forward to your email as well (d2l settings). Know how to check for announcements and messages in D2L.



Limits to Confidentiality

Please note that **the instructors of this course are mandated reporters**. We are 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*. Therefore, if you share such an experience with us, we are 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 and options. 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 early even if you’re unsure if you will need it.

TIPS FOR SUCCESS

You should expect a 4.0 in this class. 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. You may find that you share and collaborate well with your topic of interest group and want to collaborate on the final project. Or, you may find you vibe with a partner or alone and prefer to complete it that way.

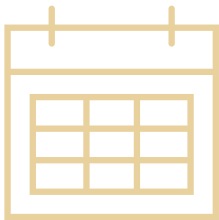


External resources

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.). It can be extra difficult for some students to hold themselves accountable in these course formats. The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.



Monday: Assigned Content
Tuesday: Assignment
Wednesday: Class
Thursday: Assigned Content
Friday: Class



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. I will make every effort to respond to emails within 1 business day. *Please consider emailing the TA first, especially about assignments.* 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 technical concerns to them.



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 **National Suicide Prevention Hotline number in your phone: 800-273-8255**
Mental Health Hotline: 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>.



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 successful academic strategies.



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.

W	Date	Topic	Assignments & Projects Due
1	8/31	**Monday schedule, no Psy 270!	
	9/2	Course, Syllabus, D2L, Topics of Interest	
2	9/7	Social & Political Change	Weekly Quiz
	9/9	Reflections & Assumptions	IA: Ladder of Inference Worksheet
3*	9/14	History	Weekly Quiz
	9/16	Gender and Sexual Minorities	
4	9/21	Theory	Weekly Quiz
	9/23	Sense of Community	GA: TOI Ecological Model
5	9/28	Oppression, Power, Empowerment	Weekly Quiz
	9/30	Poverty & SES	
6	10/5	Methods	Weekly Quiz
	10/7	Photovoice	GA: Photovoice
7	10/12	Prevention & Promotion	Weekly Quiz
	10/14	Evidence-based Practices	IA: Prevention vs Promotion
8	10/19	Interventions	Weekly Quiz
	10/21	Substance Use	
9	10/26	Community Organizing	Weekly Quiz
	10/28	Children, Youth, & Families	GA: Community Organizing
10	11/2	Behavioral Community Approaches	Weekly Quiz
	11/4	Public Policy AND Education	
11	11/9	Dissemination & Implementation	Weekly Quiz
	11/11	Healthcare	IA: Project Strengths Assessment
12	11/16	Program Evaluation	Weekly Quiz
	11/18	Mental Health	IA: Logic Model
13	11/23		
	11/25	<i>Thanksgiving Break</i>	
14	11/30	International Perspectives	Weekly Quiz
	12/2	Environment	Project Outline or Draft
15	12/7	Practice Competencies	Weekly Quiz
	12/9	Criminal Justice	
16	12/?	Final Exam Time: TBD	Final Project Due

*Attendance starts in week 3.

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: 9/2 – What is this course all about?

1. Read Syllabus
2. ICPⁱ Chapter 1: Introduction

Week 2: 9/7, 9/9 – 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: 9/14, 9/16 – 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: 9/21, 9/23 - 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: 9/28, 9/30 - 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: 10/5, 10/7 - Methods AND Photovoice

1. Read: ICP Chapter 6: Research Methods
2. Read: 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: 10/12, 10/14 - Interventions AND Evidence-based Practices

1. Read: ICP Chapter 12: Prevention and Promotion

Week 8: 10/19, 10/21 – Prevention & Promotion AND Substance Use

1. Read: ICP Chapter 11: Community Interventions
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 9: 10/26, 10/28 - Community Organizing AND Children, Youth, & Families

1. Read: ICP Chapter 15: Community Organizing, Partnerships, and Coalitions
2. 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 10: 11/2, 11/4 – Behavioral Community Approaches & Public Policy AND Education

1. Read: ICP Chapter 16: Behavioral Community Approaches
2. Read: ICP Chapter 14: Public Policy
3. Read: Cohen et al. (2020). Opportunities for youth participatory action research to inform school district decisions. *Evidence & Policy*, 16(2), 317-329.

Week 11: 11/9, 11/11 – 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 12: 11/16, 11/18 – 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 13: 11/23, 11/25 – Thanksgiving Break**Week 14: 11/30, 12/2 – International Perspectives AND Environment**

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

Week 15: 12/7, 12/9 – Practice Competencies AND Criminal Justice

1. ICP Chapter 7: Practice Competencies
2. Watch: Choose from:
 - a. Zevgetis, G. (Director). (2021). On These Grounds [Video file]. Gravitass Ventures. Retrieved April 16, 2022, from Kanopy. <https://www.kanopy.com/en/msu/video/11775582>
 - b. Taylor, S. (Director). (2017). It's Criminal [Video file]. Video Project. Retrieved April 16, 2022, from Kanopy. <https://www.kanopy.com/en/msu/video/5059730>

Week 16: Finals Week, Submit your Project

¹ ICP = Introduction to Community Psychology: Becoming an Agent of Change textbook.