Introduction to   
Community Psychology

Fall 2024 | Psy 270 | IM West 208 | 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Email | Classroom | Office hours icon, two people sitting at a table |
| Professor:  **Dr. Katie Clements** Pronouns: she/her | [vadnais3@msu.edu](mailto:vadnais3@msu.edu)  I will respond within 1 business day | **Class: IM West 208**  Mon, Wed, Fri 1:50 – 2:40 pm | **Office Hours** **–** Psy 136, Friday 10:00am – 11:30am or schedule at [calendly.com/drkvc](https://calendly.com/drkvc) |
| Graduate TA:  **Melody Zakarian**  Pronouns: she/her | Email them first!  [zakari16@msu.edu](mailto:zakari16@msu.edu) |  | **Office Hours** – Mondays 12:30 – 1:30, Zoom: <https://msu.zoom.us/j/96561746042> Password: 419910 |
| Undergraduate Assistants:  **Madelyn Schurman**  Pronouns: she/her | Email them second!  [schurma6@msu.edu](mailto: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](https://creativecommons.org/licenses/by/4.0/)

* + - * Open access, electronic copy only - [download FOR FREE! here](https://press.rebus.community/introductiontocommunitypsychology/)
      * All other material available via D2L

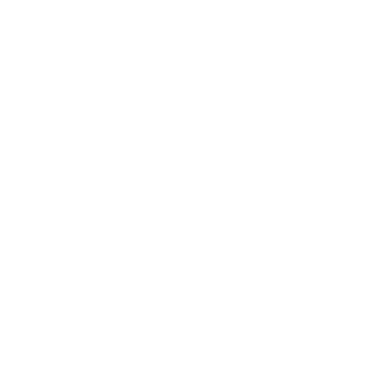
## Course Format

This course meets in person 3 times each week. Monday and Wednesday are more lecture days and Friday is collaborative work day. 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.

## Classroom Philosophy

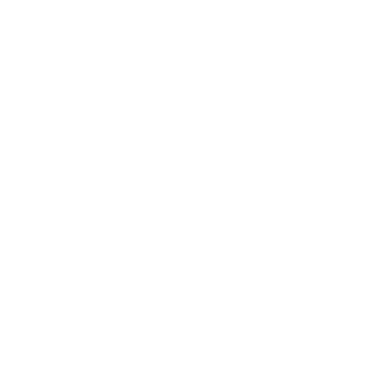
* + - * We are all whole people (not just students or professors) – I respect your “whole personness”
      * We all must be *active learners* and co-create our learning environment
      * Humble respect for others’ experiences, insights, and identities gives us the most room to learn and grow
      * 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

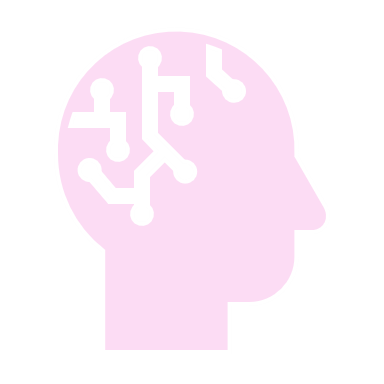


# COMMUNITY PSYCHOLOGY IN ACTION

This semester, we are planning the **best community psychology course ever**! 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 partnerships 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.

Each student in the group will have a designated role to help the partnership run smoothly. There are 6 roles, so if there are fewer than 6 group members, you can choose the most important roles. Each group will delegate members to roles. These are based on the Process Oriented Guided Inquiry Learning approach (<https://pogil.org/what-is-pogil>), a student-centered and empirically supported instructional method. They have been refined by previous Advisory Boards in Psy 270, made of honors students. You will assign the following POGIL roles for Group Assignments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Coordinator | Tracker | Recorder | Reflector | Facilitator | Liaison |
| * All the assignments are sent to this person before sending to the RSO​ * ​Ensures group members hold each other accountable | * Sends due date reminders that assignments need to be sent to the coordinator or are due​ * Ensures that all members of the group are actively communicating​ | * Records notes during group discussions​ * Summarizes rough draft is time permits ​ * Ensures ideas communicated in group discussions can be referenced​ | * Helps group practice praxis​ * Encourages discussion about how to implement feedback in future assignments​ * Ensures group integrates feedback | * Engages inactive members of the group​ * Sends emails or texts if group members are not responsive​ * Ensures group members have some sort of engagement​ | * Communicates with the organization​ * Communicates any difficulties reaching the organization ​ * Ensures group is connected to the organization​ |



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 lecture course. 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

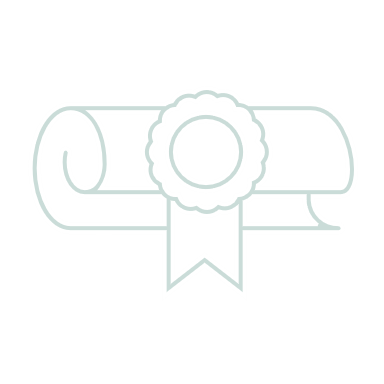
External Resources

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 that the hard way when they rely on Groupme instead of official course materials (like the syllabus, or d2l announcements). Your participation can also be used in cases of academic integrity. 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.

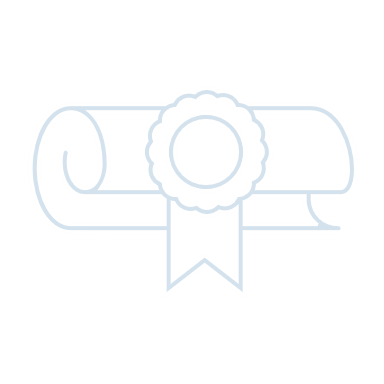
Check the FAQ tab in d2l for official answers to common questions! We’ll keep it updated throughout the semester.

# ASSIGNMENTS



|  |  |  |
| --- | --- | --- |
| Group brainstorm with solid fillAttendance (5%) Students routinely report that attending class helps them apply the concepts. Students also report that their favorite learning moments come from talking with each other! It costs between $1,721 and $4,458[[1]](#footnote-2) just for you to be enrolled in this class – make it count. Therefore, you will be expected to participate to your full ability. No attendance recorded on exam days. The lowest 6 attendance grades between weeks 3-15 are dropped. Pencil with solid fillExams (20%) There are 3 exams in the course, all administered during class time. Each exam only covers material since the last exam. The only way to review questions and answers is during office hours. You are encouraged and welcome to review your exam with me, Dr. Clements, during office hours. You will not be able to review an exam after the next scheduled exam has been given. Your lowest exam grade will be automatically dropped from the course! Plan to take all three so you have the best chance of adding points to your grade.  Rating 3 Star with solid fill Group Assignments (20%) Group assignments are primarily discussion with your group mates about each other’s individual ideas, and input from your RSO. 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. |  | Checklist with solid fillChapter Quizzes (40%) Each chapter includes a short quiz in D2L. These quizzes can be taken up to 3 times before the deadline for the highest score. The quiz ensures you understand the key concepts and terms associated with the topic, and helps you study for the exams. Questions are drawn from lecture and assigned reading. Your lowest 3 quiz scores will be dropped. Classroom Media Project (15%) I believe scholarly knowledge should be publicly available. It is increasingly common to share research and new knowledge in creative ways to reach people outside of research teams. It also helps distill what is really important and valuable to know about a concept. The purpose of this project is to communicate a course concept to a non-academic audience using an easily accessible media format.  **Groups will submit a draft by week 13, and a final revised version by week 15.**  You will be assigned a small group of up to four students using CATME. You will also use CATME to evaluate the effectiveness of your teamwork, which may affect team member’s grades. If you have any concerns about your team or teamwork, please reach out to an instructor right away to help resolve the issue.  Possible project formats include:   * Podcast (max 15 minutes) * Short video (max 10 minutes) * Social media information campaign   You must include:a draft, integration of draft feedback, high quality, engaging visuals and sounds, thorough and accurate explanations of concepts, with examples *not used* in class.  **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 just outcome. Here is how I do that.

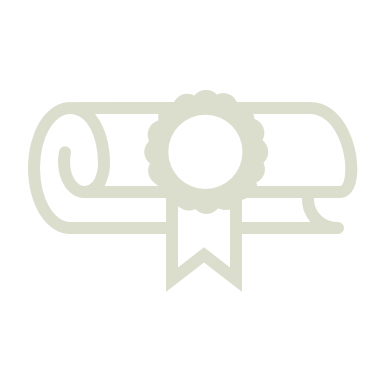
Bloom’s Taxonomy is basically a hierarchical classification of levels of thinking. Modern updates to the model have renamed the levels as verbs (things we consciously do), identified knowledge (the type of knowledge gained) and cognitive process (the processes used to gain the knowledge) dimensions. 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 |
| Reflection Paper | Analyze & Evaluate | Argue, critique, compare, contrast |
| Individual, Group Assignments | Apply | Implement, demonstrate |
| Weekly Quizzes, Exams | 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 of 10% per day (excluding weekends). You must email me and the TA and let us know about 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.

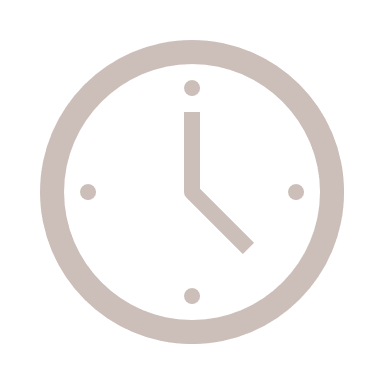
|  |  |
| --- | --- |
| **Grading Scale** | |
| **Grade** | **Percentage** |
| **4.0** | **89.5-100** |
| **3.5** | **84.5-89.4** |
| **3.0** | **79.5-84.4** |
| **2.5** | **74.5-79.4** |
| **2.0** | **69.5-74.4** |
| **1.5** | **64.5-69.4** |
| **1.0** | **59.5-64.4** |
| **0.0** | **≤59.4** |

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Points | Setup | Contribution |
| Chapter Quiz | 32 pts/each  (320 pts) | Lowest 2 dropped | 40% |
| Exams | 80 pts/each  (160 pts) | Lowest 1 dropped | 20% |
| Attendance | 40 pts total | Lowest 6 dropped | 5% |
| Group Assignment 1 | 10 pts | Required | ~1% |
| Group Assignments 2-6 | 30 pts/each  (150 pts) | All count | ~19% |
| Media Project | 120 points | Draft + Final Grade | 15% |
| Total | Up to 800 points |  | 100% |
| Extra Credit: RSO Reflection  Exam Questions | Up to 12 pts |  | Extra 1.5% |

Assignment Distribution

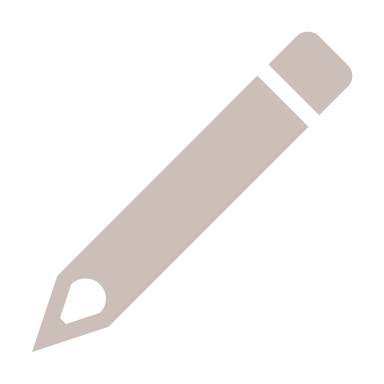


POLICIES & EXPECTATIONS  
The following describe various policies that will be enforced during the semester.

Deadlines and Due Dates

* Class: Monday, Wednesday, Friday 1:50 – 2:40pm ET
* Most assignments due Fridays 7pm ET
* Exams in class. Your lowest exam grade will be dropped.

Please note exceptions in the syllabus COURSE SCHEDULE, and add the deadlines to your own calendar. Note media project deadlines! Complete assigned media before class each week. You will have class time to work on most assignments.



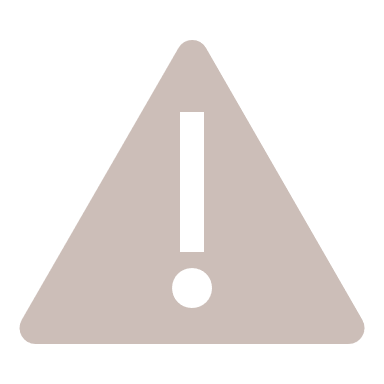
## Exams and Exam Policies and Procedures

There are three (3) exams. Each exam only covers material since the last exam. The ‘final exam’ is not cumulative and will take place at the date and time assigned by the registrar. Any material from lectures, readings, or other assigned material may be used in exam questions. Each exam will be administered and end during class time, and will consist of 40 true/false and multiple-choice questions. **Your lowest exam score will be dropped**, so each exam is worth 10% of your final grade. Plan to study and sit for all three exams, so you give yourself the best chance to earn the grade you want in our course.

* A brief study guide will be posted for each exam. (Study tip: fill in the learning objectives for each chapter!)
* If you arrive late, find a proctor to assign you a seat and give you an exam. You may not be able to take the exam after the first exam has been submitted.
* **Exam Day: Bring:** #2 pencil, eraser, student ID, optimism. **Put away** notes and books. Drinks should have a sealed lid. **Turn off** phones and remove smartwatches. You **may not wear** hats with a forward bill, hoods, sunglasses, headphones or ear buds during or while submitting your exam.
* If you need to leave during the exam, notify a proctor and follow their instructions.
* Show your MSU ID to submit your exam.
* If you have **RCPD exam accommodations**, please email me (Dr. Clements) *a week before* to make these arrangements.
* I will post exam grades after they have been scored, reviewed, and corrected (if necessary). I will not post exam questions or answers, but you are encouraged to review your exam during Dr. Clements’ office hours. **You may review an exam only until the next exam.** For example, you cannot review Exam 1 after Exam 2 has been given.
* **Extra Credit:** Throughout each unit, you may submit a potential exam question via email or during office hours – but you must follow email etiquette outlined in How to Email. You **must include** the question, 4 answer choices, identify the correct answer, and cite the lecture or assigned material that supports your question/answer. **If your question is added to the question pool**, you will receive extra credit (and potentially know an exam answer!). Tip: Strong example/scenario questions are more likely to be selected!

## Fever with solid fillAssignment and Exam Makeups and Extensions

In general, if you’re sick, wear a mask if you attend class and focus on getting better. Most assignments include drops or lengthy work time so you can focus on getting healthy without having to make up work. Mask wearing is an effective way to prevent spreading or catching colds that can wear students down.

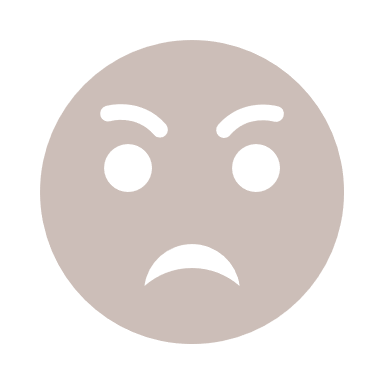
* **Chapter Quizzes:** We can arrange an extension with a documented university absence (e.g., athletics, grief absences) if notified in advance. There are no other extensions for quizzes, because you can drop your three lowest scores.
* **Exams:** Plan to complete exams during assigned exam time. Remember your lowest exam grade will automatically not count in your grade. If something prevents you from completing the exam during the assigned time, please notify me, Dr. Clements, by the end of the day of the exam. Failure to notify me within 24 hours will result in no makeup being allowed. All makeup exams must be completed within 48 hours of the missed exam. If you cannot take the exam because of a religious holiday, required participation in a university-sanctioned event (e.g., athletics), you must notify me **at least two weeks in advance.** No makeup or extension is allowed for schedule mistakes, personal travel plans, or other avoidable conflicts.
* **Attendance:** Philosophically, attendance indicates participation in class time. It would be dishonest to mark you as attended if you did not. Instead, your six lowest attendance grades are automatically dropped.
* **Group Assignments:** You may submit these up to one calendar week late, with a 10% penalty on your earned grade per day late. I do not count weekends in the late deduction.
* **Media Project:** No late or make up media projects are accepted.

## 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](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html)) 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](https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html); [the all-University Policy on Integrity of Scholarship and Grades](https://spartanexperiences.msu.edu/about/handbook/regulations/student-group-regs-rulings-policies-ordinances/integrity-of-scholarship-and-grades.html); and [Ordinance 17.00, Examinations](https://trustees.msu.edu/bylaws-ordinances-policies/ordinances/ordinance-17.00.html).

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. 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](https://ossa.msu.edu/academic-integrity).)

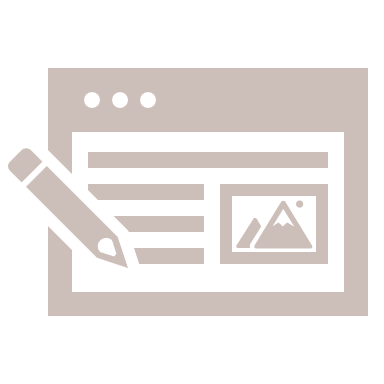
AI Policy: ***Your work must be your own original work, and all contributing ideas must be cited. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, it does not belong in our class. The use of AI robs us all of the opportunity 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)](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html) 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](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html) 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](https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html) 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.”



## D2L for Course Management and Communication

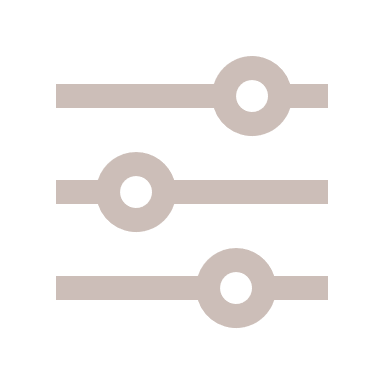
* Manually set your D2L emails and announcements to forward to your @msu.edu email (go to your profile, then ‘notifications’ to check the box for emailing announcements)
* Check for announcements and messages in D2L regularly and often

## 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 for Civil Rights and Title IX Education and Compliance (OCR) and MSU Police:

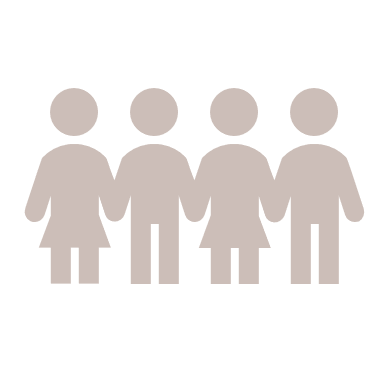
* *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
* *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
* *Credible threats of harm to oneself or to others.*

OCR 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](http://www.rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued an Accommodation Letter. **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.). **Accommodation Letters 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/>

I truly believe that humble respect for each other (page 1) gives us the most room to learn and grow. We all have multiple sociocultural identities that intersect and shape our worldview through lenses of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom (e.g., ableism, classism, racism, sexism, transphobia, heterosexism) to create the most respectful learning environment for all of us. Developmental psychology is guided and framed by the scholars who have been able to publish it, and the diversity we all bring to the class is a resource, strength, and benefit.



**Personal Success**

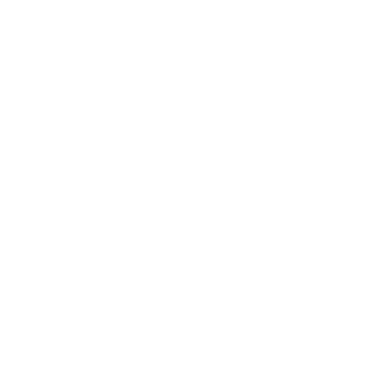
Please utilize me as a resource to help you succeed, both in class and outside class. I want you to get a 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies. If one or more of those things are not happening, please contact me so we can work together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

# TIPS FOR SUCCESS

|  |  |  |
| --- | --- | --- |
| Assigned Media and Projects Complete the assigned reading/watching/listening before class. If you are confused about any part of the reading or have questions about what you read, bring those too! You will need an informed background as you complete assigned activities, and you’ll want to bring an informed perspective to your group discussion.  Dollar External resources 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. I have compiled resources to help with your projects that are free. Weekly Schedule I recommend maintaining a weekly schedule of activities for this class, and especially any with unusual class schedules. 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:** Quiz, Homework  **Friday:** Class (collab day) Group brainstormWriting Center and Collaborative Learning Center The Writing Center ([writing.msu.edu](https://michiganstate-my.sharepoint.com/personal/vadnais3_msu_edu/Documents/FS20%20270/writing.msu.edu)) and the Collaborative Learning Center ([nssc.msu.edu/clc](https://nssc.msu.edu/clc/index.html)) 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](https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087) 😊   D2L D2L is 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. |

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

# RESOURCES FOR STUDENTS

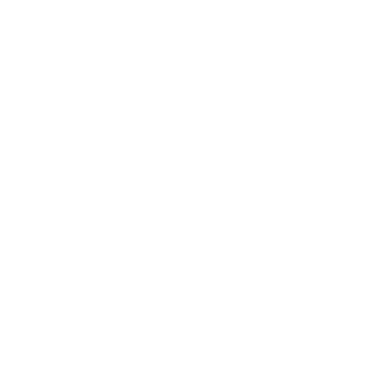


I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place. The university is a huge institution, and if a different form of support would be useful, we will do our best to help you find it.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Deciduous tree with solid fillMSU 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](mailto:foodbank@msu.edu). Scales of justice with solid fill 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](http://www.endrape.msu.edu)  **Sexual Assault Healthcare Program – 24/7 Sexual Assault Nurse Examiners**  Student Services Bldg, Parking  [Website link](https://centerforsurvivors.msu.edu/sexual-assault-healthcare-program/index.html)  (517) 353-2700 | | **MSU Safe Place (Domestic Violence)**  (517) 355-1100  Email: [noabuse@msu.edu](mailto: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](mailto:ombud@msu.edu)  Website: <http://www.msu.edu/unit/ombud> | |

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

# 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 | 8/26 | Course, Syllabus, D2L, RSO Plan |  |  |
|  | 8/28 | **Unit 1:** History, Theory, Values in Community Psychology (CP) |  |  |
|  | 8/30 | **Football Friday; no class** | **coordinate with RSO group!** |  |
| 2 | 9/2 | **Labor Day** |  |  |
|  | 9/4 | Social & Political Change | Chapter Quiz – Ch 17 | 9/6, 7:00pm |
|  | 9/6 |  | GA: POGIL roles, initial RSO contact | 9/6, end of class |
| 3 | 9/9 | History |  |  |
|  | 9/11 | Gender and Sexual Minorities | Chapter Quiz – Ch 2 | 9/13, 7:00pm |
|  | 9/13 |  |  |  |
| 4 | 9/16 | Theory |  |  |
|  | 9/18 | Sense of Community | Chapter Quiz – Ch 5 | 9/20, 7:00pm |
|  | 9/20 | Oppression, Power, Empowerment | GA: TOI Ecological Model | 9/27, 7:00pm |
| 5 | 9/23 | Oppression, Power, Empowerment |  |  |
|  | 9/25 | Poverty & SES |  |  |
|  | 9/27 |  | Chapter Quiz – Ch 9 and 10 | 9/27, 7:00pm |
| 6 | 9/30 | **Exam 1** |  |  |
|  | 10/2 | **Unit 2:** Methods and Practices in CP |  |  |
|  | 10/4 | Photovoice |  |  |
| 7 | 10/7 | Research Methods (continued) | Chapter Quiz - Ch 6 | 10/7, 7:00pm |
|  | 10/9 | Photovoice (continued) | GA: Photovoice | 10/11, 7:00pm |
|  | 10/11 | Interventions |  |  |
| 8 | 10/14 | Prevention, Promotion | GA: Prevention vs Promotion | 10/25, 7:00pm |
|  | 10/16 |  | Chapter Quiz – Ch 11 and 12 | 10/18, 7:00pm |
|  | 10/18 | Evidence-based Practices, Substance Use |  |  |
| 9 | 10/21 | **Fall Break Day** |  |  |
|  | 10/23 | Community Organizing | Chapter Quiz – Ch 15 | 10/25, 7:00pm |
|  | 10/25 | Children, Youth, & Families |  |  |
| 10 | 10/28 | Community Organizing |  |  |
|  | 10/30 | Behavioral Community Approaches | Chapter Quiz – Ch 16 | 11/1, 7:00pm |
|  | 11/1 |  | GA: Community Organizing | 11/1, 7:00pm |
| 11 | 11/4 | **Exam 2** |  |  |
|  | 11/6 | **Unit 3:** Evaluating Impact in CP |  |  |
|  | 11/8 | Program Evaluation | Chapter Quiz – Mertens & Wilson Chapter | 11/8, 7:00pm |
| 12 | 11/11 | Mental Health |  |  |
|  | 11/13 | Public Policy AND Education | GA: Logic Model | 11/15, 7:00pm |
|  | 11/15 |  | Chapter Quiz – Ch 14 | 11/15, 7:00pm |
| 13 | 11/18 | Dissemination & Implementation  Healthcare | *Media Project Set 2 Draft Due* | 11/18, 7:00pm |
|  | 11/20 | International Perspectives |  |  |
|  | 11/22 |  | Chapter Quiz – Ch 18 | 11/22, 7:00pm |
| 14 | 11/25 | International Perspectives (cont’d) |  |  |
|  | 11/27 |  | Chapter Quiz - Ch 4 | 11/27, 7:00pm |
|  | 11/29 | **Thanksgiving Break Day** |  |  |
| 15 | 12/2 | Guest Panel | *Media Project Set 2 Final Due* | 12/2, 7:00pm |
|  | 12/4 | Your Future – Q&A Panel |  |  |
|  | 12/6 |  | Extra Credit RSO Reflection | 12/6, 7:00pm |
| 16 | 12/11 | **Exam 3** **(not cumulative)** |  | Assigned time: 5:45pm – 7:45pm |

\*Recorded attendance starts in week 3.

“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: 8/26- 8/30 – What is this course all about?

1. Read Syllabus
2. ICP[[2]](#endnote-2) 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: 9/9, 9/11, 9/13 – History AND Gender and Sexual Minorities

1. Read: ICP Chapter 2: History
2. Read: Paceley 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: 9/16, 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: 9/23, 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 and 7: 9/30, 10/2, 10/4 - 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 6 and 7: 10/7, 10/9, 10/11- Methods AND Photovoice (continued)

1. Read: ICP Chapter 6: Research Methods
2. Read: 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

## Week 8: 10/14, 10/16, 10/18– Prevention & Promotion AND **Substance Use;** Interventions ANDEvidence-based Practices

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.
3. Read: ICP Chapter 11: Community Interventions

## Week 9: 10/23, 10/25 – 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: 10/28, 10/30, 11/1 - – Behavioral Community Approaches

1. Read: Read: ICP Chapter 16: Behavioral Community Approaches

## Week 11: 11/4, 11/6, 11/8 - 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 12: 11/11, 11/13, 11/15 –Public Policy AND Education

1. Read: ICP Chapter 14: Public Policy
2. Choose from: (article or film below)
   1. Read: Cohen et al. (2020). Opportunities for youth participatory action research to inform school district decisions. *Evidence & Policy, 16*(2), 317-329.
   2. 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: 11/18, 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, 25, 11/27, 11/29 – International Perspectives

1. ICP Chapter 4: International Perspectives
2. Read: Trickett, E. J. (2011). From “Boiling water in a Peruvian town” to “Letting them die”: Culture, community intervention, and the metabolic balance between patience and zeal. *American Journal of Community Psychology, 47*, 58-68.

## Week 15: 12/2, 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, Exam 3 Wednesday, 12/11 at 5:45pm

1. Calculation based on in-state and out-of state [tuition calculator](http://www.ctlr.msu.edu/COStudentAccounts/TuitionCalculatorFallSpring.aspx), sophomore credit status, 12 credits [↑](#footnote-ref-2)
2. ICP = Introduction to Community Psychology: Becoming an Agent of Change textbook. [↑](#endnote-ref-2)