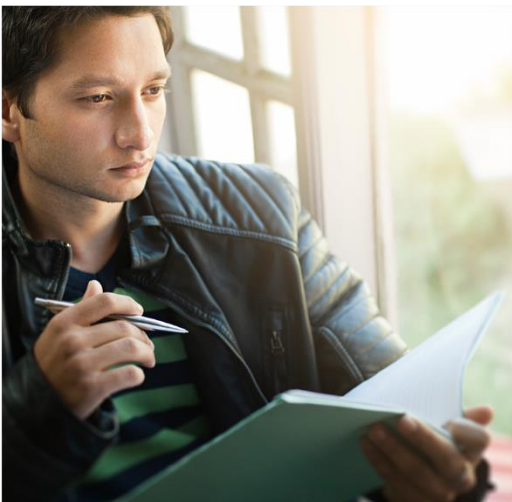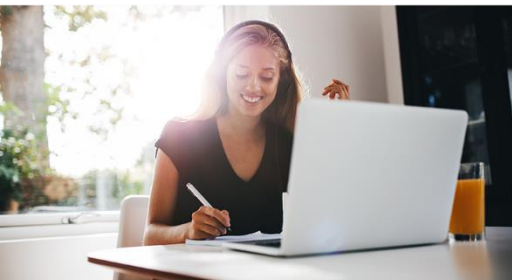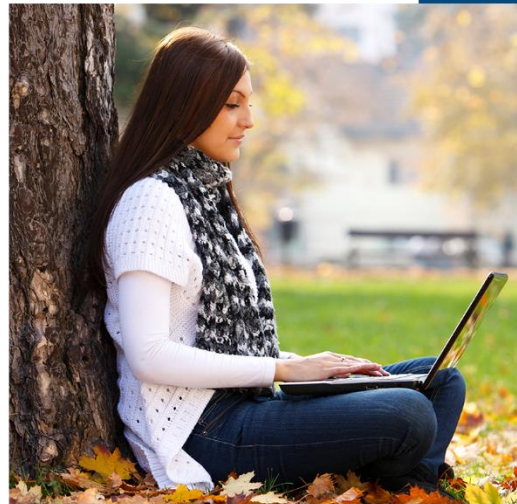Andrews University
Global Campus

SYLLABUS

PSYC 468 Community Psychology
Fall 2024

PSYC 468 Community Psychology
Global Campus

Interactive Online Format
This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	onlineexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	onlinestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

This course will introduce you to the field of community psychology, through an examination of relevant theory, research and practice. Community psychology (CP) is a young area of psychology, envisioned by a group of clinical psychologists at the Swampscott Conference in 1965. It is interdisciplinary, and shares perspectives with many areas, including but not limited to development, sociology, and public health. In this introductory course, the main content areas we will be learning about are:

- the development of CP in the US and abroad
- the aims and methods of community research
- how individuals and environments are connected
- defining community
- human diversity
- stress and coping
- prevention and competence promotion
- citizen participation and empowerment
- community and social change
- program evaluation and development
- future directions for the field and your role in it

This class will be a paradigm shift for many, and I see the semester as a journey during which all of us in the class will contribute our perspectives and ideas, as well as learn from each other. I invite you on this journey and can't wait to see where we end up!

Prerequisites
For this course, it is required that you have obtained a passing grade in either PSYC 101 or SOCI 101.

Required Text/Material
Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, First Day Complete, already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Kloos, B., Hill J., Thomas, E., Case, A.D., Scott, V.C. & Wandersman, A. (2020). *Community Psychology: Linking Individuals and Communities* (4th edition). Print ISBN: 9781433830594 eText ISBN: 9781433832659

Optional Text/Material
As an additional resource, there is an open-access text for the field. It is available free for download from this site: https://press.rebus.community/introductiontocommunitypsychology.

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 96-128 total hours on this course. This translates to a steady 6-8 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing discussion forums, assignments, a book review project, and three sectional exams.

A recommended weekly schedule to divide your time is provided:

Readings: 1-2 hours
Assignments: 1-2 hours
Discussion Forums: 1 hour
Weekly work on Book Review Project: 2 hours
Studying for Upcoming Exams: 1 hour

Institutional Outcomes and Student Learning Outcomes

Andrews University, a distinctive Seventh-day Adventist institution, aims to transform its students by educating them to seek knowledge and affirm faith in order to change the world. This process of transformative learning is described by the Andrews University Institutional Outcomes. The faculty-designed Outcomes allow teachers to work together in designing programs and teaching courses so that every student who graduates from Andrews University can use a set of key skills across a set of arenas.

The School of Social and Behavioral Sciences interprets the Institutional Outcomes in the context of the content and skills in the social and behavioral sciences. To help teachers and students better understand what the Institutional Outcomes mean for the social and behavioral sciences, we have aligned the Institutional Outcomes with corresponding outcomes adapted from the American Psychological Association Guidelines for the Undergraduate Psychology Major (version 3.0).

In this course, you will learn how to:

SLO1. Exercise scientific reasoning to investigate psychological phenomenon (APA 2.1, AU 1).
SLO2. Apply psychological principles to strengthen community and improve quality of life (APA 3.3, AU 5).
SLO3. Provide examples of psychology's integrative themes (APA 1.5, AU 2).
SLO4. Refine project management skills (APA 5.2, AU 1).

See the APA Guidelines 3.0 for more information about the APA outcomes:
https://www.apa.org/ed/precollege/about/undergraduate-major
APA refers to APA Guidelines, AU refers to the AU Unified Framework of Outcomes

Your performance in this course will also depend on your existing skills (developed in other classes) in Written and Visual Communication, Information Literacy, and Quantitative Literacy.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.

- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University

- Students in the U.S., access Andrews Telehealth for new medical, counseling therapy, psychiatry, and diet & nutrition support to schedule a consultation.

- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**

- **Contact 911 for life threatening emergencies.**
    4. Additional information and resources are at the [Global Campus Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course materials, short responses and reflections from these sources, three sectional exams and a final project. Regular participation in the course is essential to good performance.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven't already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements
Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to "show up" to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions
There will be two different types of assessments administered throughout this course. All of these assignments are meant to help you further understand key concepts of community psychology, get to know yourself a little better (reflexivity), and prepare you to think about ways to change your world!

Discussion Forums

Discussion forums are opportunities for you, the course instructor and/or your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Final Project: As you will learn from the instructional materials, community psychology has a big focus on social justice. A great way to learn about a social justice issue you are interested in, is to read about it from multiple perspectives. Therefore, for this major assignment, I am asking you to read a book about a social justice issue, and then critique whether or how CP principles, methods or values were a part of the analysis. In addition, you will have the opportunity to create your own "change project" based on the same social issue described in your book. This will allow you to think about ways in which you can effect change, based on the principles, values, and methods you have learned about throughout the semester. This is an opportunity to apply your knowledge to a real-world issue and can help you develop skills you might want to add to your resume. This assignment is due at the end of the semester and is worth 100 points.

For this assignment, I provide a list of preapproved books that you may choose from. They focus on a variety of topics that community psychologists often study. Because this is a substantive assignment, I highly recommend that you finish reading your book early in the semester, so that you have enough time to complete the analysis and project proposal. This paper is meant to provide you with a way of integrating a lot of the concepts you have learned about throughout the course. If you have any questions, please feel free to ask! Remember that this is a lengthy assignment and requires you to both read the book you select and integrate the information you have learned throughout the course, so you will not do well on it if you neglect the assignment until a few days before it is due. Please plan your time accordingly and pace yourself! An additional handout with greater detail is provided on LearningHub.

Rubrics

For both types of assignments in this course, your discussion forums and your final project, rubrics are included in the detailed handouts found on your learning hub site. Please review

these before you begin work on an assignment (so you know what to include) and before you submit an assignment (to be sure you covered all required components).

Exams

There are 3 exams in this course. All are unit exams, consisting of 50 multiple-choice questions, and are worth 50 points. The first exam covers material from Chapters 1-4, the second covers chapters 5-9 and the third covers chapters 10-14. You will be allowed 90 minutes to take each exam. Each exam is worth 50 points. All exams are both open book and open note. However, you must complete them independently. All exams much be taken under the supervision of a proctor. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/global/students/exams.html. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. You can sign up at https://calendly.com/sde-exams. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Online Testing Center (onlineexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Acadeum students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings/Materials	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
UNIT 1 – Learning about Community Psychology				
1 Aug 26 – 29	Lesson 1: The Fundamentals of Community Psychology	*Community Psychology (CP)*, Ch. 1 Website: Community Psychology	Discussion Forum 1 Quiz Ch 1 Due Thursday, Sept 5, 11:59 pm	SLO1
2 Aug 30 – Sept 5	Lesson 2: The Development and Practice of Community Psychology	*CP*, Ch. 2 Research: Find and read an article on work in another country from the Global Journal of Community Psychology Practice (GJCPP)	Discussion Forum 2 Quiz Ch 2 Book Selection for Final Book Review & Project Paper	SLO3
3 Sept 6 – 12	Lesson 3: The Aims of Community Research	*CP*, Ch. 3 TED talk: Max Hardy	Discussion Forum 3 Quiz Ch 3	SLO1
4 Sept 13 – 19	Lesson 4: Methods of Community Psychology Research	*CP*, Ch. 4 Video: Erin Brockovich	Discussion Forum 4 **PROCTORED Exam 1**	SLO1
UNIT 2 – Understanding Communities and Responses to Challenges				
5 Sept 20 – 26	Lesson 5: Understanding Individuals Within Environments	*CP*, Ch. 5 Article: Trickett, Kelly and Vincent	Discussion Forum 5 Quiz Ch 5	SLO4
6 Sept 27 – Oct 3	Lesson 6: What Defines Community?	*CP*, Ch. 6 TED talk: Kathy Coffey	Discussion Forum 6 Quiz Ch 6 Outline for Final Book Review & Project Paper	SLO2
7 Oct 4 – 10	Lesson 7: Understanding Human Diversity in Context	*CP*, Ch. 7 Video: Biological Consequences of Racism	Discussion Forum 7 Quiz Ch 7	SLO2
8 Oct 11 – 17	Lesson 8: Empowerment and Citizen Participation	*CP*, Ch. 8 Video: The Democratic Promise: Saul Alinsky and his Legacy or Wikipedia and websites	Discussion Forum 8 Quiz Ch 8 Early Progress Draft for Final Book Review & Project Paper	SLO2
9 Oct 18 – 24	Lesson 9: Understanding Stress and Coping in Context	*CP*, Ch. 9 Article: Dupere and Perkins, 2007	Discussion Forum 9 **PROCTORED Exam 2**	SLO1
UNIT 3 – Preventing Problems, Promoting Social Competence, & Using Community Psychology to Promote Community and Social Change				
10 Oct 25 – 31	Lesson 10: Key Concepts in the Science of Prevention and Promotion	*CP*, Ch. 10 TED talk: Steven Tucker	Discussion Forum 10 Quiz Ch 10	SLO2 SLO3
11 Nov 1 – 7	Lesson 11: Implementing Prevention and Promotion Programs	*CP*, Ch. 11 Website: The Community Toolbox	Discussion Forum 11 Quiz Ch 11 Rought Draft for Final Book Review & Project Paper	SLO2 SLO3

Week	Lessons	Readings/Materials	Assignments	Outcomes Met
12 Nov 8 – 14	Lesson 12: Program Development, Evaluation, and Improvement	*CP*, Ch. 12 Article: Trickett, 2011	Discussion Forum 12 Quiz Ch 12	SLO4
13 Nov 15 – 21	Lesson 13: Improving Society Through Community Action	*CP*, Ch. 13 Website: Congregations Acting for Justice and Empowerment (CAJE)	Discussion Forum 13 Quiz Ch 13	SLO2
14 Nov 22 – 28	Lesson 14: Emerging Challenges and Opportunities: Shifting Perspective to Promote Change	*CP*, Ch. 14	Discussion Forum 14 Quiz Ch 14 Due Friday, Nov 29, 5:00 pm	SLO3 SLO4
15 Nov 29 – Dec 5	Finish working on book review project		Final Book Review Project Due	
16 Dec 6 – 12	**PROCTORED EXAM 3** **(Final Exam needs to be completed by Wednesday, Dec 11, 11:59 p.m.)**			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Points	Description
70	Weekly Discussion Forums: 14 forums, 5 points each
120	Chapter Quizzes: 12 quizzes, 10 pts each
150	Unit Exams: 3 exams, 50 points each
140	Book Review Final Project
480	**Total Points Possible**

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu.
- Select Grades in the drop-down.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%

Letter Grade	Percentage
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our Withdrawal Page. You can view the Incomplete Policy on our Incomplete Page.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

 "Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.

7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.
   [Source: University of Maryland, Communications Department]

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

AI Generated Work
Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.