Psychology 368
Community Psychology

Instructor:
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E-mail policy: I generally attempt to respond to e-mail inquiries within approximately 24 - 36 hours (spanning working days, not weekends, vacation time, or holidays). Because I often have back-to-back classes and other commitments throughout the day, it is not always possible for me to respond earlier than that.

Office Location: 308 Saint Joseph’s Hall
Office hours: Tues. & Thurs. 10:30-11:30 or by appointment

Teaching Assistant:
Name: Doug Berkowitz
Phone: 229-2175
Call for the following: To schedule make-up exams.

Course Purpose:
With an emphasis on prevention, diversity, and personal and organizational empowerment, the field of community psychology developed in the 1960s in effort to identify novel ways to enhance the physical and psychological welfare of entire communities. This course examines the conceptual underpinnings of community psychology as well as the principles and practice of prevention and intervention programs.

Required Text:

Articles on Reserve:


*Signorielli, N. & Freedman, J.L. (2007). Does exposure to media violence promote aggressive

**Lecture Outlines:**
Outlines of all of my lecture notes can be found on my web page. The address is http://academic.udayton.edu/CatherineLutz. It is highly recommended that you print them before class and put them in a three ring binder. Most students use them as a structure for taking notes and as an important resource when studying for the exams. Because I often update the material for this course, it is often not possible for me to have the outlines posted much time in advance. In some instances, I will send the outlines to you by e-mail. Thus, be certain to check your lotus notes account on a regular basis.

**Course Requirements:**

70% 3 non-cumulative exams  
15% Participation/Homework/Attendance 
10% Prevention paper  
5% “Local Heroes” group project

**Exams:** There will be three exams in this course. Each exam will be worth a third of your final exam grade. Material on the second and third exams will not be cumulative. The exams will consist of multiple choice questions and short answers. Make up on exams will be allowed, but only during a designated time at the end of the semester.

**Participation/Homework/Attendance:** Active involvement in class discussions is a crucial part of this course. My expectations for participation are such that students who make comments almost every class period will earn A’s, students who make comments in class a few times between each exam will earn B’s, and students who rarely make comments in class will earn C’s.

In order to reward students who may be less vocal than their peers, but attend class regularly, attendance will be part of your participation grade. However, it is recognized that absence is at times unavoidable; thus, perfect attendance is not expected.

*I expect you to turn off your cell phones once class begins. Each time that I see you texting at any time during the class period (including during videos or student presentations), you will lose 5 points from your participation grade.*

For the homework portion of your grade, you will be expected to complete five homework assignments in preparation for in-class activities (See Course Outline portion of this syllabus). Aside from the “Poverty and Minimum Wage” assignment, which is in this syllabus, the assignment questions are attached to readings on e-reserve. Thus, you can work ahead on assignments if you so choose. **Make up is only allowed if you were absent the day that an assignment was due. Otherwise, you will only receive three-fourths credit for that assignment.**

**Paper:** Students will be expected to write a six to seven page paper evaluating an existing prevention/intervention program. This assignment is, in part, an empirical review of the literature on the efficacy of your chosen program. **Consequently, you are required to have at least three references to articles in scientific journals.**

**Presentation:** Students will be expected to make one group presentation on a “Local Hero” of their choice (that is a person who is actively involved in a university or local community development endeavor). Presentations will be approximately 20 minutes in length.

**Extra credit:**
You may attend a campus colloquium or symposium relevant to community issues and write a reflection paper (approximately two pages) on the experience for extra credit. This paper will be worth 1 percentage point, which will be added to your final percentage at the end of the semester. Alternatively, you may do the extra debate assignment on e-reserve, “Is Ritalin Over-prescribed?” This assignment would also be worth 1 percentage point.

Grading policy:

All scores on assignments are weighted by how much they are worth and then totaled at the end of the semester course. Please note: Your grade is the resultant number. I do not add extra points to your final score! Final grades will be based on the following scale:

- 100-93% = A
- 92-90% = A-
- 89-87% = B+
- 86-83% = B
- 82-80% = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-60 = D
- 59-Below = F

General Policies:

1. This syllabus is subject to change at any time at the discretion of the instructor.

2. Cheating of any sort is a serious violation of academic honesty and will not be tolerated. If cheating is suspected all students involved will earn zero points for the assignment, and disciplinary procedures will be undertaken.

3. Students with disabilities are asked to identify themselves to the instructor before the first scheduled exam. All possible assistance will be provided in coordination with the Office for Students with Disabilities.

4. Students will lose points on all late assignments. Specifically, students will only receive three-fourths credit on late homework assignments.

5. No homework or paper assignments will be accepted after the last scheduled day of classes.
Prevention Program Paper

**Due 4/16/12.
**Six to seven pages double-spaced.
**No more than one inch margins.

--Grading will be based on the quality of the paper as a whole. Specifically, I will be looking at three factors: (1) the extent to which you carefully followed the instructions outlined on this handout, (2) the level of sophistication of your analysis of your chosen program, and (3) your ability to effectively convey psychological ideas in written form.

You are a community psychologist who has decided to implement a prevention/intervention program in your geographic area. You decide to use a pre-existing program for your target population as a model. Write up a proposal for your program, including references. Note: the pre-existing program that you review cannot be one that was covered extensively in class (see me if you have doubts).

This assignment is, in part, an empirical review of the literature on the efficacy of your chosen program. **Consequently, you are required to have at least three references to articles in scientific journals.** If you have chosen to participate in service learning for this course, you will write your paper on the program at which you are working.

I. Introduction.
   a. What problem are you attempting to modify? What is your target population?
   b. What is the scope of the problem?
   c. What are the empirically identified causes of the problems?

II. Review of Pre-existing Program.
   a. Give a detailed description of the program including its history, components, and whether it constitutes primary, secondary, or tertiary prevention.
   b. Review existing research on its efficacy.
   c. Discuss limitations of the program or difficulties involved in its implementation.

III. Your Proposed Program.
   a. Based on your analysis of the above reviewed program, propose a modified program that addresses these limitations.
   b. End by briefly describing anticipated obstacles to implementing your program.

**Important hint 1:** I would like the references to be in APA style. See the APA website if you have questions. **Important hint 2:** You should provide a citation for every single assertion that you make that is not just your own opinion. **Important hint 3:** The single greatest portion of your grade is how well you describe and CRITIQUE the treatment outcome studies on your chosen “pre-existing program.” If the pre-existing program that you choose does has not been subjected to empirical scrutiny, choose one that has.
**Poverty and Minimum Wage Assignment**

**Instructions:** The current minimum wage in Ohio, which is tied to the Federal minimum wage, is $7.25 an hour. Using objective information on what the below listed products and services cost from newspapers, the internet, or other sources, make out a detailed budget in order to determine whether it is possible to stay within the amount of money earned on minimum wage working 40 hours a week and raising two children.

**Budget for Single-Parent Family with 2 Children**

**Minimum Wage:** $7.25/hour  
($1,160)  
Monthly  
(13,920)  
Yearly

**Rent:**

Source of information:__________________________________________

**Utilities:**

Source of information:__________________________________________

**Food:**

Source of information:__________________________________________

**Transportation:**

Source of information:__________________________________________

**Childcare:**

Source of information:__________________________________________

**Clothes and related products:**

Source of information:__________________________________________

**School supplies:**

Source of information:__________________________________________

**Healthcare:**

Source of information:__________________________________________
Entertainment:

Source of information: ________________________________

Miscellaneous:

Source of information: ________________________________

TOTAL EXPENSES
**Course Outline**

This is a *preliminary* outline of the readings and lecture each class period. It is subject to change based on time and other constraints.

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**Week #1 (1/18-1/20)**

Wed. **Topic:** Introduction to Community Psychology  
**Readings:** Chapter 1 (Duffy & Wong)

Fri. Same

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**Week #2 (1/23-1/27)**

Mon. Same  
**Assignment:** The "Ghetto" or the "Darkside" Neighborhood Observation

Wed. Same

Fri. **Topic:** Same  
Stress, Social Support, and Coping  
**Readings:** Chapter 3 (Duffy & Wong)

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**Week #3 (1/30-2/3)**

Mon. Same

Wed. Same  
**Readings:** How U.S. Children Spend Their Time (Larson)  
Mentoring Relationships and Programs for Youth (Rhodes and Dubois)  
**Assignment:** How U.S. Children Spend Their Time and Mentoring Reflection

Fri. Same

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**Week #4 (2/6-2/10)**

Mon. Same

Wed. **Topic:** Prevention--Key Concepts  
**Readings:** Prevention and Promotion: Key Concepts (Dalton et al.)

Fri. Same

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**Week #5 (2/13-2/17)**

Mon. Wiggle Room—Catch up or move to the next section

Wed. ****Exam #1**

Fri. **Topic:** Empowerment and Social Change  
**Readings:** Chapter 5 (Duffy & Wong)

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**Week #6 (2/20-2/24)**

Mon. Same

Wed. Same
Fri.  **Group Presentations**

Week #7 (2/27-3/2)
Mon.  **Group Presentations**

Wed.  Topic: Community Mental Health  
Readings: Chapter 6 (Duffy & Wong)

Fri.  **No Class**

Week #8 (3/5-3/9)
Mon.  Same

Wed.  Same

Fri.  Same

Week #9 (3/12-3/16)
Mon.  Topic: Social Service Programs Across the Lifespan  
Readings: Chapter 7 (Duffy & Wong)  
Assignment: Poverty and Minimum Wage

Wed.  Same

Fri.  Same

Week #10 (3/19-3/23)
Mon.  Same

Wed.  Wiggle Room—Catch up or move ahead

Fri.  **Exam #2**

Week #11 (3/26-3/30)
Mon.  Topic: Education Reform and School Climate

Wed.  Same  
Readings: Chapter 8 (Duffy & Wong)  
Does exposure to media violence promote aggressive behavior? (Signorielli & Freedman)  
Assignment: Violence in the Media Debate

Fri.  Same

Week #12 (4/2-4/6)
Mon.  Same

Wed.  Topic: Same  
Diversity

Fri.  **No Class**

Week #13 (4/9-4/13)
Mon.  **No Class**

Wed.  Same  
Readings: Triple jeopardy in the lives of biracial black/white women. (Gillem)  
Assignment: Triple Jeopardy Reflection

Fri.  Same 

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**Week #14 (4/16-4/20)**

Mon.  Same  
**Paper Due**

Wed.  **Student Symposium—No class**

Fri.  Same

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**Week #15 (4/23-4/27)**

Mon.  **Topic:** Community Health and Preventive Medicine  
Readings: Chapter 11 (Duffy & Wong)  
Empirical and theoretical conclusions of an analysis of outcomes of HIV-Prevention Interventions. (Albarracin et al., 2010).

Wed.  Same

Fri.  Same

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**Week #16**

Final Exam: Wed. May 2nd @ 10:10-12:00