

Psychology/College of Arts and Sciences
PSY346 Community Psychology, 2018, Syllabus

Part 1: Course Information

Instructor: Debra Harkins Office: TR73 8023 Office Hours: M 1:00-3:00 PM & F 12:00-1:00 PM Office Telephone: 617-305-1926 E-mail: dharkins@suffolk.edu	Teaching Assistant: Lynne-Marie Shea Office: 73 Tremont St. 9025 Office Hours: M 1:00-2:30 Telephone: 401-345-9046 E-mail: lshea@suffolk.edu
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Meetings: Friday 1:15-3:55 PM

Location: 73 Tremont 5040

Course Description: Community Psychology is a relatively new field within psychology that seeks to acknowledge, value, and work with the underserved in our society. This new field grew out of the civil rights movement with a focus on creating and supporting empowerment and freedom for the disenfranchised. Community psychologists accomplish this through a strength-based, system-oriented model of helping research that involves the community in all aspects of the research process, and socially responsible mental health practices that work with underserved communities. This is a service-learning focused course, a pedagogical approach integrating academically relevant service activities that address human and community needs into a course. Service-learning involves students connecting knowledge and theory to practice by combining service with reflection in a structured learning environment.

Community Partners:

- Homeless Empowerment Project/Spare Change News
- HERN/Boston Public Schools

Service Requirement: All students are required to complete **60 hours of service** before the completion of the course. 30 hours must be completed with one of the community partners listed above and the other 30 may be completed either at one of these sites or at another site serving underserved communities (these sites will need to be approved beforehand.) Students who have experience with service-learning will be serving this course as Service Learning Assistant Mentors (SLAMs) and will be working as coordinator at the Boston Public School placement sites. Each student will have an assigned SLAM to meet with and *must check-in with them at least bi-weekly*. **Online reflections** must be submitted by all students in the form of a strengths, weaknesses, opportunities, and threats assessment (**SWOT**) *after each SLAM check-in and after each visit to their service site*. The link for SWOTs can be found under the SWOTs tab on Blackboard.

Textbook & Course Materials

Harkins, DA and associates. 2018. *Alongside Community: Learning in Service*. NY: Routledge.
Ehrenreich, B. 2010. *Nickel and Dimed: On not getting by in America*. NY: Macmillan.
Kozol, J. 2005. *Shame of the nation: The Restoration of apartheid schooling in America*. NY: Crown.
Kristof, N. 2008. *Half the Sky: Turning oppression into opportunity for women worldwide*. NY: Knopf.
Hari, J. 2015. *Chasing the Scream: The First and last days of the war on drugs*. NY: Bloomsbury.

Prerequisite Psychology 114 and Junior standing **Credit Hours: 4**

Suffolk University follows the Federal Government's Credit Hour definition: "As an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than: one hour of classroom or direct faculty instruction and a minimum of two hours of student work out of the classroom each week for approximately fifteen weeks for one semester hour of credit." http://cihe.neasc.org/downloads/POLICIES/Pp111_PolicyOnCreditsAndDegrees.pdf

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard

Level of Technical Skill Expected/Required

- Library search
- Presentation software (PPT, Prezi)

Blackboard Access

- This course will include material online through a course management system called Blackboard.
- To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins see the [Supported Browsers](#) for your Blackboard course.

Blackboard (Bb) Structure

- A list of assignments and details for each can be found under the *Assignment* tab
- Reflections on service will be submitted online as a Strengths, Weakness, Opportunities, Threats (SWOT) assessment. These can be found under the *SWOTs* link on Bb.
- *Reflections* tab will be used for each of 4 reflection assignments
- Paper assignments will be submitted through *SafeAssign*
- Safety training course module and quiz under the *content and resources* tab, must be completed before beginning community service
- Grades are posted under *My grades* link

Technical Assistance






If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [FAQs Webpage](#)

Visit the Blackboard [Student Tutorials Webpage](#)

Submit a [Problem Ticket](#)

Part 2: Course Goals & Learning Objectives

GOALS	OBJECTIVES	ASSESSMENTS
<p><i>Foundation of Community Psychology</i></p> 	<ul style="list-style-type: none"> -Define Community Psychology -Identify key concepts in CP -Compare and contrast CP and TP frameworks -Explore the role of helper in the community 	<p><i>F2F key term class presentation</i></p> <p><i>F2F Midterm exam on key terms and principles of CP</i></p> <p><i>F2F Final exam</i></p>
<p><i>Role of social identity in helping</i></p> 	<ul style="list-style-type: none"> -Describe your social identity -Explain how your social identity impacts helping with differing communities 	<p><i>F2F social identity exercise</i></p> <p><i>Online reflective responses (SL)</i></p>
<p><i>How to provide socially responsible helping</i></p> 	<ul style="list-style-type: none"> -Apply developing citizenship skills in a community setting -Assess skill in helping the underserved 	<p><i>Pre-SL Trainings (Safe Zone & Safety) F2F</i></p> <p><i>Weekly F2F check-in critical reflection on service learning (SL)</i></p> <p><i>Online reflective responses (SL)</i></p> <p><i>Check-ins with SLAMs</i></p> <p><i>Online SWOTS</i></p>
<p>Collaborating with a community partner, students will understand a community need and work to address that need through mutual learning, critical analysis, and reflection</p> 	<ul style="list-style-type: none"> -Explain role of power in helping Identify underlying assumptions of psychology and poverty -Explain how helping varies across communities -Explain the relationship among the roots of class, race, gender and other social identity conflicts in the US, and their relation to helping and social identity 	<p><i>Reflective paper on poverty using "Nickled and Dimed " submit online</i></p> <p><i>Reflective paper on poverty "Shame of nation " submit online</i></p> <p><i>Reflective paper on either "Chasing the Scream" or "Half the Sky" submit online</i></p> <p><i>Online reflective responses</i></p>
<p><i>Methods for completing an assessment</i></p> 	<ul style="list-style-type: none"> -Identify the resources and tools available for needs assessment -Gather information (libraries, web, and field research) -Synthesize information from diverse sources -Communicate findings 	<p><i>Midterm draft of assessment plan submit online</i></p> <p><i>Final needs or program assessment report submit online</i></p>

RESPONSIBILITIES:*Be reflective, open-minded, adventurous, trusting, constructively critical, and collaborative***Part 3: Grading Policy Graded Course Activities**

Value	Description
P/F	Complete FIVE hours a week or 60 hours/semester of community service. NOTE: Failure to complete ALL community service hours equals grade of F for course.
P/F	Safety training and Safe Zone training
10	Attendance (5%) and participation (5%) in class and community service is mandatory. http://www.suffolk.edu/studenthandbook/19864.php
10	Reflections: Complete SWOTs to be posted on Blackboard and reflective assignments, to be posted on <i>Alongside Community</i> Facebook page and as class discussions.
10	Key Term Presentation: Create a 5-10 min. presentation with a ONE-page diagram that 1) <i>defines</i> one key term from glossary (located on Blackboard) and 2) <i>illustrates</i> term by means of example, picture or diagram. <i>Be sure to compare key word to another key term in glossary illustrating how the key terms differ</i> using examples, pictures or diagrams. Be prepared to discuss in class. Presentation must be posted on Blackboard for full credit. Oral presentation grading rubric can be found on Bb Assignments. Indicate your top three key concept choices by 1/26. Dates for presentations will be posted under the <i>content and resources</i> tab on Bb by the end of the second week of course.
10	Paper one: Write a 500-word <u>response</u> on whether you agree or disagree with the following statement: <i>The field of psychology, beyond Community Psychology, has little to say about the issue of poverty.</i> Use at least one academic psychology sources to support your argument. Both sources should be <i>outside the subfield of community psychology</i> such as clinical social, neuroscience, developmental or organizational psychology. Be sure to use examples from Nickled and Dimed in your analysis. <i>Note: this book does not count toward an academic source.</i> Grading rubric for papers can be found on Bb Assignments. <i>Paper due 2/9 by midnight.</i>
10	Paper two: Write a 500-word <u>commentary</u> on <i>how to improve</i> the US educational system. Use at least one academic sources to support your argument. One source should be from the subfield of community psychology and the second source from one of the following sub disciplines of psychology e.g., social, educational, neuroscience, developmental or organizational). Be sure to use examples from the book Shame of the Nation in your analysis. Grading rubric for papers can be found on Bb Assignments. <i>Paper due 3/9 by midnight.</i>
10	Paper Three: Write a 500-word <u>proposal</u> to address one of the following issues: <ol style="list-style-type: none"> Using one social issue negatively impacting women, write a proposal to empower women using ideas of developmental experts that girls and women are the key to solving societal problems and/or the statements by the authors of Half the Sky that "<i>Women aren't the problem but the solution. The plight of girls is no more a tragedy than an opportunity.</i>" How to help those on or headed toward Boston's <i>Methadone Mile</i> using the author's argument in Chasing the Scream that "<i>The opposite of addiction isn't sobriety. It's connection.</i>"

Value	Description
	Use at least one academic sources from any field. Be sure to use examples from book, films, and authoritative sources to provide support for your proposal. Grading rubric can be found on Bb <i>Assignments</i> . <i>Paper due 4/6 by midnight</i> .
20	Community Project: In small groups, develop a plan to promote the Housing for Homeless Bill. Information on the Bill can be found under the <i>Content and Resources</i> tab on Bb. <i>Outline of project due 2/16 by midnight</i> . Credit will be lost on the final project grade for missing or late outlines. <i>Final Projects must be posted on Blackboard on 4/20 by midnight will be presented by the group in class on 4/27</i> .
20	Exams: Two cumulative exams. Tips to prepare: 1) Read notes for major ideas; 2) Pay particular attention to tables, figures and anything set off in boxes as main ideas exist there; and 3) Use discussion questions posted to help you study; 4) consider connections between readings across books, discussions and community service. Notes and possible exam questions can be found on Bb <i>course content</i> . A review session will be offered before each exam. There are no make-ups for exams. <i>Midterm exam on 3/2 in class and final exam on 5/4 from 2:00 -4:30 pm</i> .
100	Total Points Possible

Late Work Policy

Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

NO INCOMPLETES WILL BE GIVEN IN THIS COURSE.

STUDENT ENGAGEMENT HOURS		
To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:		
Assignment/Activity	Engagement Estimate	Engagement Hours
Direct Service	Tutoring, mentoring, interviewing (per needs of partner)	60
Class participation including check-ins in class and with SLAMS & service reflections (SWOTs)	2.5 hours x 15	37
Readings	3 hours a week x 15	45
Formal writing assignments and online reflections	2 hours per week (15) writing assignments	30
Final project	15	15
Total Engagement Hours		187 hours

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the *My Grades* link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 5 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course. Please consider the online grade book as a courtesy to you, subject to errors given various upgrades and shifts in the software. I reserve the right to make

grade book corrections to keep it consistent with the syllabus so that your grade reflects true performance, not software or user errors. If you see something that doesn't make sense, please alert me! Thanks very much for your help.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	95-100%	Excellent Work
A-	90-94%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

Note: Select assignments in this course may be used by our accreditation team for institutional assessment purposes and will be handled confidentially.

Part 4: Course Policies

Grading/Evaluation

This course abides by university policies that can be found here: www.suffolk.edu/syllabus.

In particular, please note the following: Absences and Attendance Policy from the Student Handbook: www.suffolk.edu/studenthandbook Attendance and participation in this course are essential. Participation and discussion questions will count for 10 % of your grade.

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

Student Support

A range of issues can cause learning barriers, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, lack of motivation, or feeling ill. These concerns or other stressful events may lead to diminished academic performance or may reduce your ability to participate in

daily activities. University resources can help you address these and other concerns you may have. You can learn more about Suffolk's broad range of confidential medical and mental health services at <http://www.suffolk.edu/campuslife/2746.php>. If you have an academic grievance, you can file through <http://www.suffolk.edu/studenthandbook/67192.php>

Disability Accommodations

Statement on Accommodations for Students with Disabilities (CAS & SBS)

If you determine that you need formal, disability-related accommodations, it is very important that you register with the Office of Disability Services (located at 73 Tremont Street, 9th floor, 617-994-6820, disabilityservices@suffolk.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to implement your accommodations. For more information, look here: www.suffolk.edu/disability

Statement on Accommodations for Students with Disabilities (Law School)

If you anticipate issues related to the format or requirements of this course due to the impact of a disability, it is important that you contact the Law School's Dean of Student Office (located at 120 Tremont Street, 4th floor, 617.573.8157, or lawdeanofstudents@suffolk.edu) for further information and assistance, including information on disability-related accommodations. We can then plan how best to coordinate any accommodations.

Academic Honesty, Cheating, and Plagiarism

Cheating on examinations, plagiarism and/or improper acknowledgment of sources in essays or research papers, and the use of a single essay or paper in more than one course, without the permission of the instructor, constitute unacceptable academic conduct. Student work may be checked by plagiarism detection software. Please check here for more on Academic Misconduct Policy <http://www.suffolk.edu/studenthandbook/19863.php>

Student Resources

The university provides a range of student services. To learn more, explore this webpage: <http://www.suffolk.edu/explore/54511.php>

Course Withdrawal Deadlines

February 6th is the last day students can withdraw from a course without receiving a grade of W. The course will be completely removed from the student's transcript. Students may do this online via MySuffolk.

March 21st is the last day students can withdraw from a course without receiving a grade of F. They will receive a W on their transcript instead. Students may do this online via *MySuffolk*.

After March 21st students may not withdraw from courses unless they have serious extenuating circumstances and documentation. Students should email the Student Affairs Office to request a late course withdrawal.

Community Psychology, Fall 2017 Syllabus, Weekly topics and activities

Week	Topic	Pre-work	Assignments/Assessments
1/19	<i>Community Psychology, service learning, and helping</i>	Harkins: Intro & Ch. 1 Begin reading <i>Nickle & Dimed</i>	Post introduction on Bb discussion board due 1/19 Review syllabus & bring questions to class
1/26	<i>Social identity, values and helping</i>	H: Ch. 2	Choose keyword for oral presentation by 1/26
2/2	<i>Power and helping</i>	H: Ch. 2 Finish reading <i>Nickle & Dimed</i>	<i>Reflection Assignment 1, post on Bb due 2/2</i>
2/9	<i>Empowering interventions</i>	H: Ch. 3	Submit Paper 1 on Safe Assign 2/9
2/16	<i>Researching for social change</i>	H: Ch. 4 Begin reading <i>Shame of the Nation</i>	Submit draft outline of group project on Safe Assign due 2/16
2/23	<i>Reflecting on helping</i>	H: Ch. 5	<i>Reflection assignment 2 due 2/23</i>
3/2	Finish reading <i>Shame of the Nation</i>		Midterm Exam
3/9	<i>Developing interpersonal skills</i>	H: Ch. 6 Begin reading <i>Book 3</i>	Submit Paper 2 on Safe Assign due 3/9
3/16			Spring Break
3/23	<i>Becoming culturally sensitive</i>	H: Ch. 7	
3/30	<i>Supporting gender dynamics</i>	H: Ch. 8, Finish reading <i>Book 3</i>	<i>Reflective assignment 3 due 3/30</i>
4/6	<i>Navigating educational systems</i>	H: Ch. 9	Submit Paper 3 on Safe Assign due 4/6
4/13	<i>Practicing environmental justice & Evaluating Impact</i>	H: Ch. 10	<i>Reflective assignment 4 due 4/13</i>
4/20	<i>Evaluating Impact</i>	H: Ch. 11	Submit final group assessment project on Safe Assign due 4/20
4/27	<i>Now What?</i>	H: Ch.12	Group presentations of assessment projects
5/4	Review discussion questions on Bb, review session with TA		Final Exam May 4th 2:00-4:30 PM, 73 Tremont 5040

*Week when key term oral presentations will occur. Please be aware that the schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.