

PSY 280 Community Psychology Course Syllabus

Term, XX/XX/XX – XX/XX/XX
Time, Location

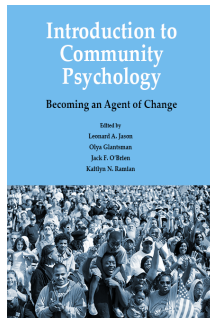
Instructor: Anna Pruitt, PhD
annars@hawaii.edu
Office: XXX
Office hours: TTH. 1030-1230 & by appointment

Course Goals:

This class will provide students with an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions by examining the interaction of individuals and contexts. My goals for this class are to help students understand community-based research and to encourage them to think about how research findings can be used to address social problems. At the end of this course students should be able to explain how contexts impact individual health and well-being and should be able to think critically about the role of contexts in psychology, research, and in their own lives.

Course Requirements:

Each week, students are expected to complete the readings, attend lectures, and participate in in-class activities. Additionally, students will submit two reflections papers and take four exams.



Required Book: Jason, A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). *Introduction to community psychology: Becoming an agent of change*. Rebus Press. Open Access (Creative Commons Attribution): <https://press.rebus.community/introductiontocommunitypsychology/>

Additional Readings: Additional articles will be assigned to expand on concepts in the textbook and lectures.



In-Class Activities (50 points total): I will assign in-class activities periodically throughout the semester. Activities will be unannounced and cannot be made up. I will assign 6-7 activities worth 5 points each and will drop your lowest grades.



Reflection Assignments (50 points total): Students are required to complete two reflection assignments worth 25 points each. Reflection papers are an opportunity for students to reflect on class material and to relate the material to real life experiences and to the class reading. I will post assignments for each paper to Laulima. Papers should be submitted to the Laulima Dropbox. DO NOT EMAIL your assignments. Late papers will receive a 5-point deduction for each day late.



Exams (400 points total): Four exams, each worth 100 points, will cover material covered in the lectures, book, videos, and additional readings. The exams will include multiple choice, true or false, definitions, and/or short essays. Exams are not cumulative.

Grading Policy:

Assignments	Points	Perc.	Grading Breakdown:		
In-Class Activities (5)	50	10%	A- 450-464	A 465-484	A+ 485-500
Reflection Assignments (2)	50	10%	B- 400-414	B 415-434	B+ 435-449
Exam 1	100	20%	C- 350-364	C 365-384	C+ 385-399
Exam 2	100	20%	D- 300-314	D 315-334	D+ 335-349
Exam 3	100	20%	F 0-299		
Exam 4	100	20%			
Total:	500	100%			

Reasonable Accommodations for students with disabilities

Please contact the KOKUA Program at (808) 956-7511 located at the Student Services Center on the ground floor, Room 013 to coordinate reasonable accommodations for students with documented disabilities.

Attendance: I do not take attendance. However, frequent absences will likely result in grade decreases given that exams cover lecture material that is not found in the book. Additionally, class activities cannot be made up. Regular attendance is highly recommended. It is the student's responsibility to take necessary steps to succeed in this course.

Make-up Exams: Make-up exams are only given under extenuating circumstances. I will allow you to make up an exam only if you provide: 1) a written excuse (e.g., doctor's note) and 2) you contact me to schedule the make-up within 2 days of the missed exam.

Extra Credit: No extra credit is offered for this course.

Research Participation: You can receive credit for one in-class activity if you participate in a research study (worth at least 2 credits). Research participation counts for a maximum of one activity. Participation in multiple studies (or extra credits) will not count toward additional activities. To participate, go to: <https://hawaii.sona-systems.com> and sign up to be a new participant ("Request Account") if you do not already have an account. After participation in the study, please bring me a participation form completed by the researcher.

Student Learning Outcomes (SLO):

- 1) Knowledge base in psychology:** This class will examine concepts, theories, and values of community psychology and will explore how they inform other subfields of psychology. In particular, this course will emphasize the ways in which context impacts psychological research.
- 2) Scientific inquiry and critical thinking:** Students will be encouraged to think critically about community research. In doing so they will be asked to examine past and present psychological theories in light of research findings in the field of community psychology that stress the importance of contextual factors on human psychology.
- 3) Ethical and social responsibility in a diverse world:** Students will be encouraged to apply ethical standards to evaluate community research and complex social issues. In

particular, they will be encouraged to engage with psychology in a way that stresses respect for cultural diversity in context.

- 4) **Communication:** Through class discussion threads, writing assignments, and in-class activities, students will have the opportunity to practice effectively communicating on topics related to community psychology research and practice.
- 5) **Professional development:** Students will have the opportunity to learn about how community psychology research informs a broad range of fields in psychology and the social sciences. Students will be encouraged through the class discussions and writing assignments consider how to apply course content to their own lives as well as to their home fields of study.

*“If you are unable to understand the cause of a problem,
it is impossible to solve it.”*
– Naoto Kan

*“To build community requires vigilant awareness of the work we must
continually do to undermine all the socialization that leads us to behave in ways
that perpetuate domination.”*
– bell hooks (2003)

