Prerequisites: None.

Course Description:
This course provides an advanced understanding of theory, research, and interventions, as applied to individuals, families, schools, and social systems.

Course Objectives:
1. Explain the basic concepts of community psychology as applied to individual, family, and neighborhood dynamics
2. Apply levels of prevention including universal, selected, and indicated to current social issues.
3. Identify and explain the variables (i.e., driving and restraining forces) that influence the implementation, process, and outcomes of community services.
4. Understand the role of social, political, and economic factors in shaping people, organizations, and communities-including a community’s approach to mental health care
5. Develop a working knowledge of different approaches to prevent disorders and promote community mental health and begin to think about how these can be practically implemented, especially in cross-cultural contexts
6. Understand the application of ecological, developmental, and systems theories and community psychology values to the study of interpersonal adaptation and critical community problems (such as child abuse and neglect; achievement gaps in education; substance abuse; delinquency; poverty.)
7. Develop familiarity with various skills necessary for community-related work, including policy analysis, program planning, and public communication

Required Textbook:

Readings listed for each week and any additional readings assigned.
Participation in Online Discussions – 50 points
You will be given a variety of activities and questions that align with the readings for each week. These activities are designed to facilitate group discussion on Blackboard or in a smaller group (in Blackboard) that will allow everyone to deepen their understanding of the material and learn others’ views on these topics. Each activity/discussion is worth a possible 10 points. The number of points earned each week depends on your participation and preparedness for these weekly discussions. I will look for evidence of your having read (e.g., being able to refer back to readings), having reflected on the reading (e.g., having questions, developing a unique perspective on what you’ve read), and having integrated the new information into your own life experience or previous learning.

Mid-term- 40 points – Blend of short answer and essay based on readings through Week 3. (Due June 6th)

REQ Assignment – 60 points (3 total – 20 pts. each)
The Revelations, Emotional Reactions, Questions (REQ) assignments are intended to help you a) engage with the reading by reflecting on your thoughts and thinking analytically; and b) to help you gain experience with presenting and sharing information. They should consist of the following:

R = Revelations. Write 5 things that were revelations to you as you read them, noting where in the readings they occurred and how and why they were revelations.
E = Emotional Reactions. Write 3 things that led you to have strong emotional reactions as you read them. Note where in the text they occurred, what the emotional reactions were, and why you had these reactions.
Q = Questions. Write 4 questions that occurred to you as you were reading, to which you would like answers, or area which you had disagreements. Make sure they are thoughtful questions/concerns and not simple factual questions.

REQ’s can be written in outline form and you should number and carefully label each R, E, and Q. Send me a copy either through email or the assignment function in Blackboard. There is no specific due date because I want you to respond to the readings that are of most interest to you. However, you are encouraged not to wait until the last week of class to write up all three. Try to create one of these every two weeks. Use double spacing so I can write comments on it. A typical REQ runs 1.5-3 pages.

Community Application Project - 100 points -
More information about this project will be provided in a separate document. This project is due the final weekend of class and will be presented during the morning/early afternoon of June 27th.

Assignment Point Values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Discussions (5)</td>
<td>50</td>
</tr>
<tr>
<td>Mid-term</td>
<td>40</td>
</tr>
<tr>
<td>Community Application Project</td>
<td>100</td>
</tr>
</tbody>
</table>
REQS (3)  60
Total possible Points:  250

Grading Scale:
A    93% to 100%
A-   90% to 92%
B+   87% to 89%
B    83% to 86%
B-   80% to 82%
C+   77% to 79%
C    73% to 76%
C-   70% to 72%
D+   67% to 69%
D    63% to 66%
D-   60% to 62%
F    Below 60%

Academic Policies and Information:

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
Tentative Course Schedule

- When readings are listed for a particular date, it means they should be read BY that date, not that you start reading them on that date!

Required Readings for the Course

Week 1: Overview of Community Psychology, Public Health, and Child Resilience


Activity: Discussion – interpret key quotes related to prevention and public health. Review video clips and respond to questions related to readings/recordings. (10 pt.)

Community Project – establish group and general topic area (May 23rd)

Suggested due date for 1st REQ

Week 2: Building Capacity and Conducting an Ecological Assessment

Goldstein & Brooks Chapter 14: Measuring Resilience in Children: From Theory to Practice, and Chapter 15: Assessment of Social-Emotional Competencies Related to Resilience


**Activity:** Respond to questions on Discussion board (10 pts)

**Community Project:** Identifying the Problem – post clear description on Community Project Discussion Board (May 30th)

**Week 3: Individuals in Their Environments**

Golstein & Brooks Chapter 5: Relational Resilience in Girls, Chapter 7: Poverty in Childhood and Adolescence: A Transactional-Ecological Approach to Understanding and Enhancing Resilience in Contexts of Disadvantage and Developmental Risk, and Chapter 10: Resiliency in Maltreated Children

**Midterm (40 pts.) – due June 6th**

**Community Project:** Nothing due, but you should be busy gathering information from stakeholders

Suggested due date for second REQ

**Week 4: Family-Level Interventions**


**Activity:** Respond to Case Study in small groups on Blackboard (10 pts).

**Community Project:** Identifying Causes of the Problem and Clarifying the Group Goal (June 13th)
Week 5: School-Level Interventions


Activity: Respond to questions on Discussion Board (10 pts.)

Community Project: Driving and Restraining Forces (June 20th)

Week 6: Community-Level Interventions

Goldstein & Brooks Chapter 27: Building Resilience in All Children: A Public Health Approach


Activity: Respond to questions on Discussion Board (10 pts.)

Community Project – in class presentations of projects and final write up due (June 27)

Final REQ(s) due