

.Rutgers- The State University
Department of Psychology, Faculty of Arts & Sciences

Course Title: Community Psychology and Community Mental Health -- Spring, 2018

Course No. 01:830:394:01

Meeting Times: Tuesday 8:40-11:40

Place: Tillett 242, Livingston Campus

Instructor: Maurice J. Elias, Ph.D.

Office: Livingston Campus, Psychology Building: Tillett Hall, Room 431

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Office Hours: By arrangement via email

Course Description: Community psychology (CP) is the branch of psychology most closely associated with how our society produces competent or dysfunctional citizens. It is especially concerned with the socialization institutions through which our children and youth pass (such as schools and families) and with the systems we have set up to help people when they have difficulties (i.e., mental health centers; psychiatric hospitals and other clinical services). American CP (it is an international field) is also concerned with social institutions, including those involved in supporting our democracy. So, there is particular relevance to this course this semester, as we watch the unfolding of potentially new social and political arrangements and perspectives on diversity.

Community psychologists seek to improve community mental health through research and social intervention programs such as prevention, citizen participation, environmental change, and influencing public policy. This course will introduce the background and content of community mental health and community psychology, present the key concepts involved and, through the use of examples and "lab activities," acquaint students with the methods community psychologists use. There will be a particular emphasis on our emerging understanding of what is happening in our democratic institutions, the role of cross-cultural competence, and the processes by which we prepare young people- including college-aged adults—for roles in civic life.

In addition to our textbook and supplemental readings, we also will read **Reclaiming youth at risk: Our hope for the future**. This book, written by individuals who probably have never heard of community psychology, is nevertheless an exemplary application of CP principles to those working with youth at risk at the individual, group, and/or systems levels. Through this book, we will explore how CP embodies conceptualization across the full range of ecological levels and "levels" of prevention: primary, secondary, and tertiary, even though one's action plans may not explicitly address all of those levels.

Because this course is a CESEP/Collaborative (Rutgers' Center for Community-Based Research and Service) course, the perspective taken throughout the course will be one that focuses on the processes that lead to competence, strength, and resilience, and how these are necessary if children are to grow to become productive citizens in a democracy. We look especially at the role of environments in fostering this growth and how the relevant issues should become matters of public concern and

policy. Finally, there will be an emphasis throughout on services for children and adolescents and the nature of volunteer and professional applied work, such as field work, field research, applied, school, and community psychology internship experiences, and involvement in community service and advocacy.

Course Objectives: The goals of the course are that students:

1. Understand the role of social, political, and economic factors in the development of community approaches to mental health care, with a focus on civic engagement.
2. Develop a working knowledge of different approaches to prevent psychological disorder and promote community mental health and begin to think about how these can be practically implemented, especially in cross-cultural contexts.
3. 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.
4. Develop familiarity with various skills necessary for community-related work, including force field and policy analysis, program planning, and public communication.
5. Interested students can register for a one credit Public Scholarship and Service Internship/field accompaniment that provides an opportunity to integrate course learning with a community service placement at Middlesex or Monmouth County Head Start Centers in New Brunswick, Perth Amboy, or other sites in Central New Jersey, or in Trenton. This will involve being assigned to a specific preschool classroom for one morning or afternoon per week for about 10 weeks of the semester. **ALL ARRANGEMENTS ARE HANDLED VIA EMAIL, INCLUDING THE SYLLABUS, OPEN SLOTS FOR PLACEMENTS, RECITATION TIMES, AND REGISTRATION AND ORIENTATION DETAILS.** There are a large number of openings, but criteria for selection will include a confirmed scheduling match with the openings. There are also requirements for a background check, fingerprinting, and a recent TB test and students must attend the Collaborative orientation, time and location to be determined. Students who have done this program before may repeat; you will be in a special, "Advanced Head Start/Collaborative" recitation and you may have somewhat more advanced responsibilities than you had previously.

LOGISTICS:

The class web site is on Canvas and NOT ON SAKAI!!! To get to course materials, Log by going to canvas.rutgers.edu and logging in with your NetID and password and finding our class!

I will be communicating with you via email through the class web site. So please check your university email address, since that is the one that Canvas uses. I will be sending notifications about scheduling, assignments, and materials. Most course materials will be available for download at the site. However, all assignments will be submitted to me as hard copies unless otherwise indicated. I do not use the Canvas drop box.

<u>Dates Due</u>	<u>Topic</u>	<u>Readings/Work Due</u>
1/16	<u>I. Orientation to the Course</u> 1. Background of CP 2. Orientation To RU/The Collaborative and Service Learning Internship Option 3. What is equity? What is social justice?	David Brooks on Class Prejudice
1/23	<u>II. Principles and Development of CP</u> 1. What is CP? What are the Core Values? What is "Blaming the victim"? 2. How did CP develop? Watch CP history video 3. What are CP's concerns? 9/11, equity, social justice, the "American Dream"	REQ Write-up of Kloos Ch. 1 & 2 Watch MLK's Dream Speech Read Kakutani
1/30	<u>III. The Sense of Community</u> 1. The Nature of Community Life in America 2. The Meaning and Purpose of Purpose, Possibility, and Legacy 3. Lab in the Sense of Community: <i>The Neglect of S. Carolina's Rural Schools</i>	Kloos Ch.6 Bring Ch 1 & 2 REQ's to class Arthur Brooks NYT article
	IV. <u>Impact of the Environment and Leadership on Individuals: Civic Engagement, Empowerment, and Participation</u>	
2/6	1. Social Ecology Perspective: Application of a Core CP Theoretical Concept to HIB; Consultation Scenario	Kloos Ch. 5 Preview Consultation Scenario NJ HIB Law and Fact Sheets at www.njbullying.org/
2/13	2. Watch Ripple Effect Video on Bullying; Write how this would modify your responses to the consultation scenario and bring to class on 2/20 - https://www.overcomingobstacles.org/media/	
2/20	3. The Ecology of Migration and Immigration	The Great Migration; Evolution of Blues/Jazz; Freedom's Main Line; A Strike for 3 Loaves Bring in one REQ on the above 4 Readings

2/27	4. The Life and Teachings of Sargent Shriver: Leadership, Idealism and Activism	Kloos Ch. 11 & 12
3/6	<u>V. Stress, Coping, Support, Resilience</u> 1. Ecology and Mechanisms of Stress & Coping 2. At-Risk Youth- Challenges, Resilience	Kloos Ch. 8 Read Brendtro Pt 1, 2 [Bring to Class]
3/20	3. Implementing the Circle of Courage 4. Social Action Project Assignment	Do REQ/Takeaways for Brendtro Part 3 [Bring to class] Bring in Social Action Project Assignment Download
3/27	<u>VI. Introduction to Prevention & Social Competence Promotion</u> 1. Leadership Revisited: Joachim Prinz	Dan Goleman: What Makes a Leader? Special REQ on Shriver speech from www.sargentshriver.org
4/3	2. Social Action Project Team Meetings 3. Prevention & Promotion: Key Concepts; 4. Programs: "Ounce of Prevention" DVD; Introduction to SEL/SECD & CBAR 5. Case Study Consultation/Workshop on Implementation and Sustainability of School-Based SECD	Kloos p.284-316, 322-5, 327-31 www.CASEL.org , www.character.org Haberman Articles Hand in Social Action Projects
Exam Review		
4/10	<u>VII. Understanding Diversity</u> Diversity, Oppression, Difference 1. Introduction to Action Letter Project 2. EXAM - Second half of class	Kloos Ch.7-- Do REQ writeup and bring to class
4/17	<u>VIII. The Challenge of Creating Change</u> 1. Introduction to Social Power and Community Change 2. Action Letter Feedback Lab	Review Ch. 12 Bring in draft Action Letter

Academic Expectation: Evaluations will be based on: % of Grade

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| 1. <u>Class Participation:</u> Class sessions will be devoted primarily to clarifying and supplementing basic points in the readings and also to skill-building labs. Participation is assumed to reflect effort and interest, as well as knowledge. | 15% |
| 2. <u>Exams:</u> One exam will be given. It will be focused on mastery and application of key concepts and issues, as well as important points in the readings not covered in lectures. R-E-Q summaries will be collected as part of the exam grade and comprise half of it. | 45% |

Exams for this course require Scantron answer sheets, so bring #2 pencil(s) with erasers to all exams.

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| 3. <u>Group Projects:</u> Students will work in groups to plan and carry out two in-and-out-of-class projects. The first is a Social Action Project proposal about addressing a topic about which you are concerned as a citizen, such as the impact of poverty on education and mental health. The second is an Action Letter written to a community leaders, media outlet or Other appropriate source providing insight and/or solutions to a community problem or issue.
SOCIAL ACTION PROJECTS ARE DUE 4/3; ACTION LETTER DRAFT IS DUE 4/17
Further details will be provided in separate handouts at the eCollege web site. | 20% each |
| 4. <u>Bonus:</u>
Do extra REQ writeups of two Shriver speeches (with approval in advance of the speeches selected) | 10% |

Attendance: Poor attendance will minimize the likelihood of one's obtaining a good grade, let alone a useful understanding of course material. Up to two unquestioned absences are permitted, but it's a good idea to let me know in advance if you cannot attend class.

Make-Up Exams: A makeup exam will only be allowed under extenuating circumstances. If missed and not made up, the exam will be considered as a zero.

Plagiarism & Cheating: I dislike even mentioning this, but all of the Psychology Department has decided to cooperate with regard to plagiarism and cheating. Either event will result in a reduction of two levels on one's course grade, and a note will be sent to the student's academic dean. *Remember, Internet searches and filters can detect almost any phrase you borrow without citation. Better to be unoriginal than dishonest.* If you are having trouble with the material or an assignment, see me. I am here to help you learn the course material in any way that I can. For further information: <http://academicintegrity.rutgers.edu/resources-for-students/>

Texts (Available at the Bookstore):

1. Kloos, B., & Associates. (2011). *Community Psychology: Linking individuals and communities* (3rd Edition). Belmont, CA: Wadsworth.
2. Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming youth at risk: Our hope for the future* (Rev. Ed.). Bloomington, IN: National Education Service.
3. Materials to be handed out and on the class web site. Log in at: <https://college.rutgers.edu/students.jsp> .

Document your absences using the official absence reporting system: <https://sims.rutgers.edu/ssra/> Contact the Dean of Students for notification to your professors for extended absence: <http://deanofstudents.rutgers.edu/>