

Welcome to PSY 525: *Community Psychology*!**Instructor:** Jaclyn N. Wolf, Ph.D. (she/her/hers)**Email:** jaclynwolf@sfsu.edu**Office location:** EP 238**Office hours:** Mondays 11am-12pm/Wednesdays 1-2pm
(Additional hours available by appointment)**Class time:** M/W 9:30-10:45am**Location:** HSS 259**Instructional aide:** Clarissa White (she/her/hers)

Office hours: Office hours are available in person or via Zoom (**email me for a link**). I encourage you to meet with me related to our course as well as other aspects of your professional development (i.e., questions about graduate school, major advising, etc.). If, for any reason, you are unable to meet during my regularly scheduled office hours, please email me or approach me after class. Additional office hours are by appointment only.

About this course: Community psychology is both a rigorous academic discipline and an approach to community-based intervention. Community psychology involves a paradigm shift away from traditional assumptions and practices of the social sciences and clinical practice. It examines who defines problems, whose perspectives are represented in decision making, who has power to set the agenda and whose voices are considered. As a field, community psychology shares interests with clinical and counseling psychology, public health, sociology, anthropology, and social work; however, it often presents a unique perspective on issues.

PSY 525 is a 3-unit course intended primarily for upper division psychology majors. PSY 525 is an introduction to the methods practiced within the community psychology and community mental health fields. Material will be covered in two separate but related sections. First, we will examine key principles, practices, and aims in the field of community psychology. As PSY 525 is also intended to provide practical tools that you can use as a citizen addressing community concerns and provide another perspective on “how you do your work” for those preparing for careers in human services, the second part of the course will provide opportunities to explore specific examples of community fieldwork. Students will use the community psychology framework to think critically about the practice of psychology across various systems.

Learning objectives:

- Gain an understanding of the core tenets of community psychology.
- Learn to apply community psychology as a critical problem-solving framework.
- Gain knowledge and experience of the issues and processes of community-based practice and interdisciplinary collaboration.
- Investigate the relationships between people and their environments and consider ways of improving these relationships.
- Recognize potential influences of environmental, sociocultural, and societal factors on psychological and community well-being.

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- Identify and apply social change strategies at the individual, small group, organizational, community, and societal levels of analysis.
- Apply community psychology perspectives to understanding and addressing social issues in the communities where you live, as a citizen, as a volunteer, or as someone working in human services.

Prerequisites: This course is restricted to upper-division Psychology majors and Conflict Resolution Certificate students. PSY 200 and PSY 371, or equivalents, are required.

Required Materials:

- Textbook
 - *Community Psychology: Linking Individuals and Communities*, 4th Edition (Kloos et al., 2020)
Important note: The textbook is available for rent or purchase through the Bookstore (used, hardcopy, or digital). It is also available for rent or purchase through Amazon and the textbook's publisher. There is also a copy on reserve at the library. I am mindful of the fact that textbook costs can add financial hardship to students and have tried to choose a textbook that is reasonably priced; however, if you are unable to obtain a copy of the textbook, for any reason, please see me for help.
- Supplemental readings available for download on Canvas
- Pen and paper
- Wi-Fi-enabled device
 - In class, this will be required for some activities. During non-scheduled class periods you will complete assignments through Canvas and will need to be able to access Wi-Fi and Canvas for those assignments. If you do not have access to Wi-Fi during non-scheduled class periods, please let me know as soon as possible and I will help you find access to Wi-Fi through the University.
- Laptop/tablet
 - We will take the exam electronically and students need a laptop or tablet (not a smartphone) to take it. You can borrow technology through the University if you do not have your own. If you have any issues accessing these materials, please let me know at least two days before our exam and I will help you find access to a device.

Expectations: I value a learning environment with mutual respect, compassion, and understanding. I believe students thrive under these conditions. I will assume that students enrolled in my class share these values; however, no behavior to the contrary will be tolerated. This course will challenge you to think critically about topics that can be deeply personal, and it is important that we respect one another. I also believe that creating an environment with mutual respect, compassion, and understanding will foster your learning by encouraging questions and participation in class. If you still are not comfortable asking questions when finding yourself confused or unsure about any of the material covered, please do not hesitate to approach me before or after class, during my office hours, or by email.

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Instructor contact: Many questions or concerns that you have will be addressed in this syllabus and on Canvas. In an event that your question is beyond these resources, please reach out to me and I will be happy to help you. As your instructor, I will do my best to reply to emails during the hours from 8:00am-4:00pm, Monday through Friday. After those hours or during weekends, the promptness of response may differ. Please take that into consideration if you have any last-minute questions. I will use your SF State email address to communicate with you so be sure to check this account. Announcements about the course and questions of a general nature will be responded to on Canvas so that all students may have access to the information so please be sure to check Canvas regularly. **I am here to help you**, so please contact me with any questions you have or if you need help.

Name/pronoun policy: I support elective gender pronoun use and self-identification, regardless of what may be on a student's University record. I will prioritize students' comfort and thus students may request their chosen name and pronouns remain confidential, or that course rosters are updated to reflect this information.

COVID-19 policy: Your health and safety are our paramount concern at SF State. We ask every member of our campus community to join a pledge to make and follow plans to keep fellow students, faculty, and staff safe and well. Feeling confident, safe and well will help you focus on your academic success. To participate in this class, all students are expected to:

- Stay informed on the most up-to-date information related to SF State's COVID-19 response and Campus Comeback plan;
- Plan ahead for possible class disruptions due to COVID-19 or other unexpected events, such as unhealthy air quality caused by smoke;
- Take care of yourself and others by staying home when you aren't feeling well or believe you have been exposed to COVID-19, and;
- Follow all required health and safety guidelines, including verifying your proof of vaccination or exemption status before coming to class and washing your hands as often as possible (i.e., soap and water, hand sanitizer). Currently, the University ***strongly encourages but does not require*** wearing a multilayered mask over your nose and mouth at all times when indoors on campus.

For more information about SF State's response to COVID-19 and how you can keep yourself and others safe and well, visit the Campus Comeback Website at <https://together.sfsu.edu>. To plan for how you will maintain your academic success when unexpected events disrupt regular teaching and learning activities, follow the information on the course syllabus and consult the Keep Learning guide at <https://instructionalcontinuity.sfsu.edu/node/12>.

Class participation and attendance: Formal attendance will not be calculated toward your final grade. While attendance is thus not ***required***, being present for class will have a direct impact on your grade through in-class assignments (ICAs) and know/what/learned (KWL) reflections.

ICAs can include participating in activities including quiz questions, discussions, short answer questions, or other activities, completed through Canvas or using pen and paper during class time. They will be held periodically throughout the semester, with 10 total given, but your two

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lowest scores will be dropped from your final grade (40 points total). Each ICA will be worth 5 points. Although some of these are primarily participation-based assignments, they will still be graded for quality, effort, and thorough understanding of course content, and students should not assume they will earn full points without following directions, answering correctly, and submitting quality work.

KWL reflections will be used to increase your participation and engagement with guest speakers (25 points total). Each KWL reflection will be worth 5 points. Guest speakers have been carefully selected to provide students with an opportunity to learn about community-based practice not only to better understand the field of community psychology, but also to gain exposure to prospective career paths. KWL reflections should follow the below format (see a completed example and instructions on Canvas):

What I Know	What I Want to Know	What I Learned

The “What I Know” and “What I Want to Know” sections will be due in Canvas *prior* to the lecture (see course calendar); the “What I Learned” column will be due in Canvas *after* the didactic.

If you miss an ICA or KWL, you cannot make it up; it is a participation-based assignment that requires in-person class attendance. To account for times when students may miss class due to unforeseen circumstances, the lowest two ICA scores will be dropped at the end of the semester. Students who have special circumstances regarding course attendance (i.e., unexpected illness, etc.), in accordance with the University’s excused absence policy (<https://senate.sfsu.edu/policy/excused-absence-policy>), should contact me as soon as possible.

Additionally, it is important to note that ICA points are reflective of student participation and engagement in class. Being overly late, leaving early, and/or engaging in disrespectful/distracting behavior (inappropriate phone use, talking during presentations/lecture, distracting the instructor/others, etc.) can and will result in point deductions from the ICA associated with the day of that behavior. If students earn full points on the content of the ICA, they may have points deducted for behavioral/participation issues as stated above.

Final project: In addition to the ICAs and KWL reflections, you will also be responsible for a final project (see rubrics and instructions on Canvas).

The final project will be in place of the final exam and is the culmination of all topics covered in the course. This project consists of individual and group components. There will be 12 groups

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total, each comprised of 4-5 students. Each group will be assigned to a practice setting (e.g., a school) reviewed in the course. You will be randomly assigned to one of the groups. I will assign each member of your group a role (i.e., psychologist, occupational therapist, etc.) from the respective setting. Groups will be provided with a case vignette reflective of practice within that setting. Points (100 possible) will be assigned based on an individual exploration paper (45 points), your group's case study presentation (45 points), and peer ratings of group performance (10 points).

Reliable and meaningful participation is of the utmost importance. Students who receive poor peer ratings will have 10% deducted from their case study presentation score to reflect their lack of participation in the group assignment.

Exams: There will be one exam in this course (see course schedule). The exam will contain two sections: A set of 20-question section of multiple choice and true-false questions (40 points), and a written, short-answer section (10 points) for 50 points total. A study guide for the exam will be provided to help you focus your studying. The exam will be used to measure your understanding of the community psychology framework, and will be based on readings and lecture material, including videos and in-class activities.

The exam will be taken remotely on Canvas. **You must have a laptop or tablet on the exam day in order to complete the exam on Canvas.** If you have any problems accessing a laptop or tablet, please let me know. The exam will be open notes/open textbook. After exams have been completed, I will review all questions to evaluate the exam itself and to determine if there are any questions that have issues/reasons to add points back to student exams. I encourage all students to review their exam once grades have been posted. To review your exam, please visit me during office hours or make an appointment. To protect the integrity of the exam, I do not release exam questions for review on Canvas. **Late exams will not be accepted. If you miss the exam, you will earn a zero.**

Reading quizzes: Reading quizzes will be due weekly to ensure you have prepared for the lecture material we will cover in class. Each quiz (9 total) will be worth 5 points (45 total). You will have unlimited time and attempts to take each quiz; however, note that questions are chosen at random from a larger set. This means that you may be given new questions with each attempt.

Late work: Due to the nature of our assignments, late work generally cannot be accepted. Emergencies such as illness or other circumstances that impact one's ability to submit course assignments/take exams will be addressed on an individual basis.

Extra credit: Planned and unplanned extra credit will be offered throughout the semester. You have the option of completing the extra assignments below (see instructions on Canvas) by their assigned due date and/or completing unplanned extra credit opportunities as they are offered.

Assignment (Points)	Due
Show Me Your Course Calendar (2)	On Canvas by 11:59pm on 2/12/23
Adverse Childhood Experiences ("ACEs") (5)	On Canvas by 11:59pm on 3/27/23
Community Psychology in Action (3)	On Canvas by 11:59pm on 4/16/23

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Petition for Change (5)	On Canvas by 11:59pm on 5/7/23
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Grading procedures: Grades earned will be assigned in accordance with the University's system (<https://bulletin.sfsu.edu/policies-procedures/grading/>). Points will be calculated as follows:

Exam (1 @ 50 points)	50 points
Final project	100 points
In-class assignments (5 points each, 10 total, 2 lowest dropped)	40 points
Know/want/learned reflections (5 @ 5 points)	25 points
Reading quizzes (9 @ 5 points)	45 points
Total points	260 points

Because of the amount of extra credit offered, I do not “round up” grades. Grades will be assigned based on the following scale (note that I use “+” but not “-“):

- 90.00 – 100.00+ = A
- 85.00 – 89.99 = B+
- 80.00 – 84.99 = B
- 75.00 – 79.99 = C+
- 70.00 – 74.99 = C
- 65.00 – 69.99 = D+
- 60.00 – 64.99 = D
- 0 – 59.99 = F

Plagiarism and academic dishonesty: While plagiarism is sometimes unintentional, it is considered cheating, and students should be aware of how to appropriately provide citations and reference others' work to avoid plagiarism. For more information about what is and is not considered plagiarism, visit <https://conduct.sfsu.edu/plagiarism>. University policy regarding plagiarism and academic dishonesty may be found at <https://conduct.sfsu.edu/academic-dishonesty>.

Disability resources and educational services: It is my policy, as well as the University's, to reasonably accommodate students with disabilities that might affect their course participation or assignment completion. I encourage any student with disabilities to contact the Disability Programs and Resource Center (DPRC) at (415) 338-2472 (TTY) or (415) 335-7210 (V). The DPRC is located in the Student Services Building (Room 110). Please visit <https://access.sfsu.edu> for additional information and/or assistance. You are not required to disclose your disability to me in order to receive accommodation during this course.

Tutoring and Academic Support Center (TASC): If you find that you need some extra support to achieve success in this class, I am here for you! However, you also have additional University-based services that I would encourage you to take advantage of. TASC is a University-wide tutoring center that supports the academic success of all SF State students by providing peer-to-peer tutoring for all SF State students. Peer tutors assist students in completing specific assignments as they strengthen their overall academic skills. Tutors are available to work with

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students in one-on-one appointments, in drop-in tutoring, and in small group study sessions. TASC is offering tutoring in person in the Library (Room 220) and online via Zoom. You can schedule appointments as needed, or you can request a weekly appointment to meet regularly with the same tutor. **Tutoring is free** for all SF State students and is available for many subjects. TASC is available on the web at <https://tutoring.sfsu.edu>.

Counseling & Psychological Services (CAPS): Students sometimes experience significant challenges and distress when trying to manage school, work, relationships, and family responsibilities. CAPS provides **free and confidential** services to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault) and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit CAPS in the Student Services Building (Room 205) or call (415) 338-2208 for an appointment. CAPS is located on the web at <https://psyservs.sfsu.edu>.

Title IX notice of non-discrimination/ Policy against threatening behavior by students: All students have the right to participate in SF State programs and activities free from discrimination, harassment, and retaliation. The Dean of Students Office provides many avenues for reporting student concerns either for yourself or others. Please review their website and policy against threatening behavior by students at <https://dos.sfsu.edu/content/concerned-about-student>. Additionally, Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off-campus). The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, and gender-based dating and domestic violence, and stalking. For more information, visit <https://www.calstate.edu/titleix>.

If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose confidentially, contact:

- The SAFE Place – (415) 338-2208; psyservs.sfsu.edu/content/safe-place
- Counseling and Psychological Services Center – (415) 338-2208; psyservs.sfsu.edu

Course schedule:

Week	Date	Topic	Reading/Assignment Due
1	1/30/23	Course introduction	-
	2/1/23	Introduction to community psychology	Chapter 1: <i>The Fundamentals of Community Psychology</i> Chapter 1 Reading Quiz due 2/5/23* by 11:59pm on Canvas

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			*This is the priority deadline. To account for the time it takes to acquire the textbook, Quiz 1 will be accepted through 2/12/23 at 11:59pm on Canvas.
2	2/6/23	Introduction to community psychology (continued)	-
	2/8/23	No class: Take a mental health day! ☺	Optional extra credit: “Show Me Your Course Calendar” due 2/12/23 by 11:59pm on Canvas Chapter 2 Reading Quiz due 2/12/23 by 11:59pm on Canvas Chapter 7 Reading Quiz due 2/12/23 by 11:59pm on Canvas
3	2/13/23	The practice of community psychology	Chapter 2: <i>The Development and Practice of Community Psychology</i>
	2/15/23	The role of contextual factors	Chapter 7: <i>Understanding Human Diversity in Context</i> Chapter 9 Reading Quiz due 2/19/23 by 11:59pm on Canvas
4	2/20/23	The role of contextual factors (continued)	-
	2/22/23	Risk and resiliency factors	Chapter 9: <i>Understanding Stress and Coping in Context</i>

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			Chapter 10 Reading Quiz due 2/26/23 by 11:59pm on Canvas
5	2/27/23	Risk and resiliency factors (continued)	-
	3/1/23	Interventions	Chapter 10: <i>Key Concepts in the Science of Prevention and Promotion</i> Chapter 11 Reading Quiz due 3/5/23 by 11:59pm on Canvas <i>Cultural Adaptation of Interventions in Real Practice Settings</i> Reading Quiz due 3/5/23 by 11:59pm on Canvas
6	3/6/23	Interventions (continued)	Chapter 11: <i>Implementing Prevention and Promotion Programs</i>
	3/8/23	Interventions (continued)	<i>Cultural Adaptation of Interventions in Real Practice Settings</i> (Marsiglia & Booth, 2015) <i>Community Partnership Consultation Model: A Consultative Approach for Supporting School-Based Behavioral Health</i> Reading Quiz due 3/12/23 by 11:59pm on Canvas
7	3/13/23	Interdisciplinary consultation	-
	3/15/23	Interdisciplinary consultation (continued)	<i>Community Partnership Consultation Model: A Consultative Approach for Supporting School-Based Behavioral Health</i> (Pearrow et al., 2021)

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8	3/20/23	Spring Break – NO CLASS	-
	3/22/23	Spring Break – NO CLASS	-
9	3/27/23	Promoting change	Chapter 14: <i>Emerging Challenges and Opportunities: Shifting Perspective to Promote Change</i> Optional extra credit: Adverse Childhood Experiences (“ACEs”) due 3/27 by 11:59pm on Canvas Chapter 14 Reading Quiz due 3/27/23 by 9:30am on Canvas
	3/29/23	Promoting change	Exam due 4/2 by 11:59pm on Canvas KWL 1 (K/W only) due 4/2 by 11:59pm on Canvas
10	4/3/23	Psychology across systems: Schools	-
	4/5/23	Didactic: School practice	KWL 1 (L only) due 4/9 by 11:59pm on Canvas KWL 2 (K/W only) due 4/9 by 11:59pm on Canvas
11	4/10/23	Psychology across systems: Community mental health Guest speaker: Dr. Juanita Torres, Psychologist	Optional extra credit: “Community Psychology in Action” due 4/16 by 11:59 pm on Canvas
	4/12/23	Didactic: Community mental health practice	KWL 2 (L only) due 4/16 by 11:59pm on Canvas

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			KWL 3 (K/W only) due 4/16 by 11:59pm on Canvas
12	4/17/23	Psychology across systems: Residential treatment centers Guest speaker: Dr. Shelby Griffiths, Psychologist	-
	4/19/23	Didactic: Residential treatment centers practice	KWL 3 (L only) due 4/23 by 11:59pm on Canvas KWL 4 (K/W only) due 4/23 by 11:59pm on Canvas
13	4/24/23	Psychology across systems: Hospitals Guest speaker: Dr. Nadezda Zubareva, Psychologist	-
	4/26/23	Didactic: Hospital practice	KWL 4 (L only) due 4/30 by 11:59pm on Canvas KWL 5 (K/W only) due 4/30 by 11:59pm on Canvas
14	5/1/23	Psychology across systems: Legal settings Guest speaker: Dr. Caroline Shanholtz, Psychologist	Optional extra credit: Petition for Change due 5/7 by 11:59pm on Canvas
	5/3/23	Didactic: Legal settings practice	KWL 5 (L only) due 5/7 by 11:59pm on Canvas
15	5/8/23	No in-person meeting: Use class time to meet with your group and	-

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		complete your final projects!	
	5/10/23	No in-person meeting: Use class time to meet with your group and complete your final projects!	-
16	5/15/23	Group presentations	Final project (group presentation*) *Due in class for assigned groups
	5/17/23	Group presentations	Final project (group presentation*) *Due in class for assigned groups
17	5/24/23	Final exam period: 8:00 – 10:00am	Final project (exploration paper^, group presentation*, and peer evaluation^) *Due in class for assigned groups; ^due 5/24 on Canvas <i>for everyone</i> by 11:59pm