Title: Community Psychology with Diverse Populations

Course Number: 820:593:01

Meeting Times: Tuesday 9:15

Instructor: Judith Glassgold

Location: A224

This course on Community Psychology is designed for students with a clinical focus who wish to learn more about the community psychology perspective and its applications. The content of the class is geared to applications for diverse populations and social problems within the United States and its geographic neighbors.

Course Objectives:

1. To increase understanding of the concepts which define the community psychology perspectives.

2. To increase understanding of the interplay of individual, small group, organizational, community, and societal factors as they affect psychological well-being, mental health, and human relationships.

3. To focus on understanding and designing applications for diverse populations and communities.

Course Requirements:

1. Attendance - Students should attend all class sessions and be on time.

2. Class participation - Students are expected to come to class prepared to discuss critically the assigned readings. At times the student will be asked to take responsibility to present a reading to the group.
3. Term projects – There are two options:

a) Take an educational setting, human service program, or work organization to which you have access. Analyze the program or setting from a community perspective. Identify ways in which the program or setting could be made more community oriented.

b) Take a current community issue, problem or unique population. Identify programs and policies that now exist to deal with the issue, or in some cases a lack of programs or policies. Analyze these programs, community issues, and policies and recommend changes based on the community perspective.

For either option, be sure to include a review of the literature. This review should include theory and research on the type of setting (for the first option) or topic (for the second), as well as work on relevant community psychology concepts.

The final product should be a paper, 10-20 pages in length, due at the last class.

Readings:

There is one textbook that is recommended: Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of Community Psychology (Third Edition)*. New York: Oxford University Press. It will be at the bookstore and is available used at various places. All the other readings will be available on the Sakai site and most likely on the GSAPP website.

A. INTRODUCTION

CLASS 1

Part I: What is Community Psychology?

Reading:

Levine, Introduction, Chapter 3

**Part II: History of Community Mental Health**

**Reading:**
Levine, Chapter 2


**CLASS 2 Understanding Ecological Frameworks**

**Reading:**
Levine Chapter 4 & 5


**B. PREVENTION & PROMOTION**

**Class 3 The Prevention & Promotion models**

**Reading:**
Levine Chapter 8


*Gender, Race and Economic Perspectives on the Social
Epidemiology of HIV Infection: Implications for Prevention. 

Class 4 The Prevention & Promotion models

Approaches for Individuals & Small Groups

Reading:
Levine, Chapter 9

Bennett, Larry; Riger, Stephanie; Schewe, Paul; Howard, April; Wasco, Sharon. Effectiveness of hotline, advocacy, counseling, and shelter services for victims of domestic violence. Journal of Interpersonal Violence. 19(7) Jul 2004, 815-829.


Class 5 The Prevention & Promotion models

Continuation of previous class material and
School-Based Interventions

Reading:

Emancipatory Education Versus School-Based Prevention
Class 6

The Prevention & Promotion models

Changing Settings & Community Resources

Reading:
Levine Chapter 10


Bennett, Larry; Riger, Stephanie; Schewe, Paul; Howard, April; Wasco, Sharon. Effectiveness of hotline, advocacy, counseling, and shelter services for victims of domestic violence. Journal of Interpersonal Violence. 19(7) Jul 2004, 815-829.

CLASS 7

Diversity, Oppression & Community Psychology: Acculturation, Stigma, Immigration, and Colonialization

Reading:


Ramirez-Valles, Jesus; Fergus, Stevenson; Reisen, Carol A; Poppen, Paul J; Zea, Maria Cecilia. Confronting Stigma: Community Involvement and Psychological Well-Being Among HIV-Positive Latino Gay Men. Hispanic Journal of Behavioral Sciences. 27(1) Feb 2005, 101-119


Developing a Bicultural Model for Academic Achievement: A Look at Acculturative Stress, Coping, and Self-Perception 2007; 29; 28 Hispanic Journal of Behavioral Sciences Suzanne R. Hawley, David V. Chavez and Theresa St. Romain

The Impact of Internalized Homophobia on HIV Preventive Interventions.

COMMUNITY PSYCHOLOGY & MENTAL HEALTH PROBLEMS

Class 8

Sense of Community

Reading:

The Importance of Community in a Feminist Analysis of Domestic Violence among American Indians. Sherry L. Hamby. American Journal of Community Psychology


Stress, coping and social support

Reading:
Levine, Chap 7

Liang, Belle, Culture, Control, and Coping: New Perspectives on Social Support, American Journal of Community Psychology, 22:1 (1994)

Zea, Maria Cecilia; Jarama, S. Lisbeth; Bianchi, Fernanda


Class 9

Multiple Levels of Influence

Reading:
Levine, Chapter 12.


Bianchi, Fernanda T; Zea, Maria Cecilia; Poppen, Paul J; Reisen, Carol A; Echeverry, John J. Coping as a mediator of the impact of sociocultural factors on health behavior among HIV-positive Latino gay men. Psychology & Health. 19(1) Feb 2004, 89-101.


Supportive Settings

Reading:
Levine, Chapter 9

Factors Contributing to the Survival of Self-Help Groups

**CLASS 10 CONSULTATION**

**Reading:**
Levine, Chapter 10 (pp366-368, 381-387)


**CLASS 11 RESEARCH**

**Reading:**

When One Plus One Equals Three: The Role of Relationships and Context in Community Research Anne E. Brodsky,1, 2 Kathleen Rogers Senuta,1 Catharine L. A. Weiss,1 Christine M. Marx,1 Colleen Loomis,1 S. Sonia Arteaga,1 Heidi Moore,1 Rona Benhorin,1 and Alisha Castagnera-Fletcher1 . American Journal of Community Psychology, Vol. 33, Nos. 3/4, June 2004C


C. COMMUNITY & SOCIAL CHANGE

Class 12 Empowerment

Reading:


Class 13 Beyond Empowerment

Reading:


Watts, Roderick J; Griffith, Derek M; Abdul-Adil, Jaleel.


Class 14 & 15: SOCIAL POLICY, POLITICS & MENTAL HEALTH

Reading:


