GEO
Study Abroad

<u>**DRAFT SYLLABUS**</u>

COMMUNITY PSYCHOLOGY
Instructor: Dr. Angela A. Gyasi-Gyamerah
Language of Instruction: English
UO Credits: 5
Contact Hours*: 45

ACCRA, GHANA

COURSE DESCRIPTION

Each one of you lives in a community and each of you probably knows something about psychology. Community psychology puts the two together. This course introduces you to some of the basic principles of community psychology, community research, types and models of prevention, psychological sense of community, and strategies for community intervention and social change. Topical issues such as education, sanitation, and health will be discussed. The basic goal is simply to apply the principles of psychology so that we can understand community life more fully and try to make it better.

COURSE OBJECTIVES
The goals of this course are to:

1. Provide an understanding of some basic principles of community psychology.

2. Encourage reflection on the application of these principles to resolving certain challenges within the educational and health sectors of the Ghanaian Society.

3. Provide an opportunity for students to serve as action researchers within communities of their choice to gain experience in the practical application of the principles of community psychology.

4. Provide an opportunity for the personal development of students. As students gain an understanding of social interactions and relations within the community, they can apply the principles learnt to solving personal problems they may be facing now or will face in the future.

5. Prepare students to achieve the learning outcomes for this course.

6. Prepare students for the world of work by equipping them with community intervention and problem-solving skills to positively impact society in a professional manner.

Learning Outcomes

At the end of this course, students should be able to:

1. Write an essay explaining what Community Psychology is and discuss its international and Ghanaian history.

2. Discuss the strategies for community intervention and social change.

3. Explain the concept of the psychological sense of community.

4. Describe how the types and models of prevention can be applied in issues relating to education and health.

5. Conduct a study using Community Psychology research methods within selected Ghanaian communities.

INSTRUCTIONAL METHODOLOGY

The course will be conducted mainly via lectures and in-class discussions. Students will be expected to read the required text for each topic and participate fully in class discussions. There will be 4 field excursions linked to two major topics and which will afford students the opportunity to visit a public and a private hospital each and a public and a private school each. During these excursions, students are expected to learn about the activities of the hospital or school and analyze how the principles of community psychology are incorporated into these settings. They will also be expected to draw comparisons between the public and private settings and be prepared to discuss their findings in class. A guest lecturer will be invited for the last topic (Education and Educational Settings) and will also be the resource person for the field trips to the public and private schools.

Plagiarism Policy

Note that the Aya Centre does not condone plagiarism. You must therefore be sure not to copy another person's work and pass it on as yours. All literature sources used for any of your assignments for this course must be duly acknowledged. Additionally, ensure that all assignments submitted for this course are your own original work and, unless otherwise instructed, all your efforts in this course should represent completely independent work. No part of your assignments for this class should be shared with other students in this class or future classes.

METHOD OF EVALUATION (GRADING)

1. *Interim Assessment Test (I.A.):* There will be a mid-semester I.A. which will earn you 30% of your final grade for this course.

2. ***Term Paper:*** The purpose of this paper is for you to study a community in depth. In this way, you will get out of the classroom and into the community directly. Your paper will be based upon your own original investigation. It will involve research, but research in the community itself, rather than in a library. You will therefore have to choose one of the communities or neighbourhoods nearby and study it, using some of the research methods of community psychology. These might include structured observation, interview, survey, or perhaps intervention. In this way, you should come to know and appreciate more about community or neighbourhood life.

Your paper will be preceded by a required written proposal that should be submitted within 4 weeks from the beginning of the course. The minimum length guideline for your paper itself is about 12 double-spaced pages so the proposal should be at least 4 double-spaced pages. The outline of the paper should be as follows:

Introduction: This should include a statement of the problem (highlight the problem you have identified in the community, why it is a problem, who is affected by it and how they are affected, etc). What are the possible causes of the problem? (not just on the individual level but also social and community levels).

Literature Review: Review the literature on the chosen problem, with emphasis on what is being done to address it.

Methods & Analysis of Data: How did you get data from the members of the community with regards to the problem? Which strategy or strategies did you use? How did you analyze the data and what were the results of this analysis?

What innovative solutions/interventions do you have for the problem? In other words, plan an intervention for the problem. Emphasize prevention and empowerment-oriented efforts in your intervention.

How would you evaluate the intervention?

The proposal will earn 15% and the actual paper will earn 25% so the term paper will earn you a total of 40% of your final grade for this course. It is estimated that you will use 27 hours to complete the community project that will inform the content of your term paper.

a. ***Final Exams:*** This will make up 30% of the final grade for this course.

b. ***Extra Credit:*** 5% extra credit can be earned for consistent class attendance and participation.

COURSE OUTLINE

Week 1:

Orientation to the Course
- Introduction: Course Overview
- What is Community Psychology?
- Basic Principles of Community Psychology
- History of Community Psychology: International Development
- History of Community Psychology: Development in Ghana

Kloos et al. (2012): Chapter 1

Akotia, C. S., & Barimah, K. B. (2007). History of Community Psychology in Ghana. In S. M. Reich, M. Riemer, I. Prilleltensky, & M. Montero (eds.). *International Community Psychology. History and Theories.* Springer.

Week 2:

Community Research Methods
- The Community Psychology view of research
- Community Psychology in Action

Kloos et al. (2012): Chapter 3

Sullivan M., Bhuyan, R., Sentuaria, K., Shiu-Thronton, S., & Ciske, S. (2005). Participatory action research in practice: A case study in addressing domestic violence in nine cultural communities. *Journal of Interpersonal Violence, 20*(8), 977 – 995.

Week 3:

Strategies for Community Intervention and Social Change
- Making Communities Better
- The Ideal Community
- Making the ideal a reality: In the Suburbs and Cities
- Importance of social change
- Approaches to social change

Kloos et al. (2012): Chapter 5

Akotia, C. S. (2014). Community psychology: Moving psychology into the community. In C. S. Akotia & C. C. Mate-Kole (Eds.), *Contemporary psychology: Readings from Ghana*. Tema: Digibooks Ghana Ltd.

Week 4:

Community Project: Initial Assessment

Students are expected to each go to their community of choice to familiarize themselves with it and decide on which methods of community research they intend to use. This will help them put together the proposal for their term papers in readiness for submission in Week 5. It is estimated that students will need the whole of the class time (3 Hours) for this initial assessment but will need an additional 24 hours that they will need to make up on their own time to finish the project and get their term papers ready for submission. Students should be able to do this easily if they commit to spending 3 hours per week on the community project.

Week 5:

The Psychological Sense of Community
- What is community?
- Elements of community
- Promoting sense of community
- Importance & benefits of citizen participation
- Promoting citizen participation

Kloos et al. (2012): Chapter 6

Volker, B., Flap, H., & Lindenberg, S (2007). When Are Neighbourhoods Communities? Community in Dutch Neighbourhoods. *European Sociological Review, 23(*1), 99–114.

Mckenzie, K. (2008). Urbanization, social capital and mental health. *Global Social Policy 8*(3), 359–377.

**Students to submit proposal for their term paper.

Week 6:

Prevention: Types and Models

Kloos et al. (2012): Chapter 9

Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science*, *5*(1), 41-45.

Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. *American Psychologist*, *58*(6-7), 441.

Week 7:

Interim Assessment.

Week 8:

Mid-Semester Break

Week 9/10/11:

Health and Healthcare Settings
- Nature of Healthcare Systems in Ghana
- Sanitation and Health: Ghana's Handwashing Campaign
- Discussions on health-related issues:
    o Alcohol consumption
    o Abuse of Aphrodisiacs
    o Misuse/Abuse of Over-the-Counter medications
    o Ghana's Anti-smoking campaign
- Sexuality and Health
- Health Promotion

Ostlin, I. P., Eckermann, E., Mishra, U. S., Nkowane, M & Wallstam, E. (2007). Gender and health promotion: A multisectoral policy approach, *Health Promotion International, 21* No. S1.

Syme, L. (2007). The prevention of disease and promotion of health: the need for a new paradigm. *European Journal of Public Health, 17*(4), 329-330.

Field trip I: On this day, the class will visit a public community hospital.

Field trip II: On this day, the class will visit a private community hospital.

Week 12/13/14:

Education and Educational Settings
- Nature of Educational System/Settings in Ghana
- Role of Informal Education
- Recap and Format of Exams

Field Trip 3: On this day, the class will visit a public school.

Field Trip 4: On this day, the class will visit a private school.

Guest lecture

**Students to submit Term Paper.

Week 15:

Sit-Down Exams

Other Important Issues to Note

1. Do not be late for class and do not leave early.

2. There should be no distractions and disruptions in class so please turn off all mobile phones and other electronic gadgets that beep, buzz, or play little songs whilst in class.

3. Respect yourself and more importantly, be respectful towards your fellow classmates and to me.

4. The course is an interactive one and, I encourage all students to participate fully by asking for clarification on issues, making contributions to discussions, and answering questions.

5. I have tried to make this course outline as detailed as possible. I however reserve the right to modify or add to any part of it based upon class interest and unforeseen circumstances. I might add a variety of other readings set from journal articles and other relevant online sources as and when necessary.

COURSE READINGS
Recommended Readings

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2014). *Community Psychology* (5th Ed.). New York: Pearson Educational Inc.

Nelson, G., & Prilleltensky, I. (2010). *Community Psychology: In pursuit of liberation and well being* (2nd ed). Palgrave McMillan.

Orford, J. (2008). *Community psychology: Challenges, controversies and emerging consensus*. West Sussex: John Wiley & Sons.

Required Reading

Akotia, C. S. (2014). Community psychology: Moving psychology into the community. In C. S. Akotia & C. C. Mate-Kole (Eds.), *Contemporary psychology: Readings from Ghana*. Tema: Digibooks Ghana Ltd.

Akotia, C. S., & Barimah, K. B. (2007)**.** History of Community Psychology in Ghana. In S. M. Reich, M. Riemer, I. Prilleltensky, & M. Montero (eds.). *International Community Psychology. History and Theories.* Springer.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*. New York: Wadsworth.

Standard citation needs to include: APA

Academic Misconduct
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.
Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated

authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).