

**PSYO 357 Community Psychology**  
**Term 1, Summer 2025 (May-June)**  
**M,Th 1:00-4:30PM, FIP 239**

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**Calendar description**

Introduction to the historical, theoretical, and empirical underpinnings of community psychology. Examines the applications of psychology principles to social issues that affect communities. Special emphasis on community mental health, prevention of illness and promotion of wellness, and the community practitioner as an agent of social change.

**Course Format**

*UBC Canvas* is the primary method of contacting you for announcements, posting of instructor's notes for class, and posting of grades. You will need to log into the *Canvas* site through your CWL (Campus Wide Login) at <https://canvas.ubc.ca>  
Please use the email above (not *Canvas*) for contacting me directly.

There is no required textbook for this class. Weekly readings are required, all available online. The online list of readings and videos is built into the left hand of the navigation of your *Canvas* course shell. You click on the button called LOCR (Library Online Course Reserves). This takes you to the LOCR program where you can login with your CWL in order to access all titles.

Attendance (and actual participation) in class is expected. Regular student participation in class discussion is essential. Lecture material will present the theoretical framework work for class topics, and in-class, small group work is intended to facilitate our understanding. Not all group work will be announced in advance of the class. Students may be expected to react to issues in small groups and to report out. Assigned video viewing will complement readings.

Some of the topics discussed in class will be controversial, and some students may have personal reactions to them. Respectful discussion/debate is expected at all times.

**Objectives and Learning Outcomes**

In Community Psychology, we will explore the relationship between individuals and the communities in which they are embedded. Current readings will set the stage for both the broad principles and the detailed models by which to evaluate what community psychology is and its significant contributions to theory and practice.

As a result of this course, you will be able to:

- Place the theories and practices of community psychology in context
- Place yourself in the context of a community
- Identify and apply the principles of community psychology
- Identify research findings in community psychology that have implications for a wide range of community situations

## **Schedule of topics and readings (anticipated; subject to change)**

**May 12**      *General Introduction*  
*What is Community Psychology? Then and Now*

Iscoe, I. (1974). Community Psychology and the Competent Community. *American Psychologist*, 29(8), 607-613.

Weinstein, R. (2006). Reaching Higher in Community Psychology: Social Problems, Social Settings, and Social Change. *American Journal of Community Psychology*, 37(1/2), 9-20.

**May 15, 22**    *Theories and Frameworks - Paradigm Shift*

Trickett, E.J. (1984). Toward a Distinctive Community Psychology: An Ecological Metaphor for the Conduct of Community Research and the Nature of Training. *American Journal of Community Psychology* 12(3), 261-279.  
Special emphasis on pp. 261-268

Hawe, P. (2017). The Contribution of Social Ecological Thinking to Community Psychology: Origins, Practice, and Research. In M. A. Bond, I. Serrano-Garcia, C. B. Keys, & M. Shinn (Eds.), *APA Handbook of Community Psychology: Theoretical Foundations, Core Concepts, and Emerging Challenges* (Vol. 1, pp. 87-105). Washington, D.C.: American Psychological Association Press.  
Special emphasis on pp 87-94

Crawford, M. (2020). Ecological Systems Theory: Exploring the Development of the Theoretical Framework as Conceived by Bronfenbrenner. *Journal of Public Health Issues and Practices*, 4 (2),170.

Neal, J. W., & Neal, Z. P. (2013). Nested or Networked? Future Directions for Ecological Systems Theory. *Social Development*, 22(4), 722-737.  
Special emphasis on pages 722-729

Video:

TEDx Talks. (2017, May 5). *Why the Future Belongs to Community Research* / Ronald Harvey / TEDxAUBG [Video file].

**May 26**      **Mini-midterm #1 – first hour of class – closed book**

**May 26**      *What is (a) Community?*

McMillan, D.W. & Chavis, D.M. (1986). Sense of Community: A Definition and Theory. *Journal of Community Psychology*, 14 (1), 6-23.

Smith, E. P., Witherspoon, D. P., Hart, M., & Davidson, W. (2017). The Dynamic and Interactive Role of Theory in Community Psychology Research, Practice and Policy. In M. A. Bond, I. Serrano-Garcia, C. B. Keys, & M. Shinn (Eds.), *APA Handbook of Community*

*Psychology: Methods for Community Research and Action for Diverse Groups and Issues* (Vol. 1, pp. 3-20). Washington, D.C. American Psychological Association Press.

**May 29, June 2**      *How do values and environments affect Community?*

Prilleltensky, I. (2001). Value-based Praxis in Community Psychology: Moving Toward Social Justice and Social Action. *American Journal of Community Psychology*, 29(5), 747-778.

You are responsible for reading pages 747-757.

Bond, M. (2016). Leading the Way on Diversity: Community Psychology's Evolution from Invisible to Individual Contextual. *American Journal of Community Psychology*, 58(3-4), 259-268.

Brodsky, A. (2017). Bridging the Dialectic; Diversity, Psychological Sense of Community, and Inclusion. *American Journal of Community Psychology*, 59(3-4), 269-271.

Velez-Agosto, N.M., Soto-Crespo, J.G., Vizcarrondo-Opppenheimer, M. Vega-Molina, S., & Garcia Coll, C. (2017). Bronfenbrenner's Bioecological Theory Revision: Moving Culture from the Macro to the Micro. *Perspective on Psychological Science*, 12 (5), 900-901.

Reyes Cruz, M., & Sonn, C. C. (2011). (De)colonizing Culture in Community Psychology: Reflections from Critical Social Science. *American Journal of Social Psychology*, 47(1-2), 203-214.

Video:

TED. (2017, August 7). *How Cohousing Can Make Us Happier (and Live Longer)* | Grace Kim [Video file].

Video:

TED. (2018, April 12). *What if Gentrification was About Healing Communities Instead of Displacing Them?* | Liz Ogbu [Video file].

**June 2**      **Mini-midterm #2 – first hour of class – closed book**

**June 5, 9, 12**      *Role of community in well-being*

Di Martino, S. Eiroa-Orosa, F. J., & Arcidiacono, C. (2017). Community Psychology's Contributions on Happiness and Well-being: Including the Role of Context, Social Justice, and Values in our Understanding of the Good Life. In N. J. L. Brown, T. Lomas, & F. J. Eiroa-Orosa (Eds.), *The Routledge International Handbook of Critical Positive Psychology* (pp. 99-116). London, UK: Routledge.

Cowen, E. L., & Work, W. C. (1988). Resilient Children, Psychological Wellness, and Primary Prevention. *American Journal of Community Psychology*, 16(4), 591-607.

Danielson, R. & Saxena, D. (2019). Connecting Adverse Childhood Experiences and Community Health to Promote Health Equity. *Social and Personality Psychology Compass*, 13, 1-13.

Video: TEDx Talks. (2010, November 23). *TEDxMIA – Dr. Isaac Prilleltensky – Community Well Being: Socialize or Social-Lies* [Video file].

Perkins, D., Crim, B., Silberman, P., & Brown, B. (2004). Community Development as a Response to Community-Level Adversity: Ecological Theory and Research and Strengths-Based Policy. In K. I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A.L. Solarz (Eds.), *Investing in Children, Youth, Families and Communities: Strengths-Based Research and Policy* (pp. 321-340). American Psychological Association.  
You are responsible for reading pages 321-328.

**June 12        Mini-midterm #3 –first hour of class – closed book**

**June 16, 19    Poster presentations**

### **Course Evaluation**

**Mini-midterms**        (25% x 3 = 75% of total grade)

Each mini-midterm will be based on material (assigned readings, videos, class discussion) covered in class to that point. Expect a combination of short/long answers and essay responses (no multiple-choice questions).

There is no final exam during the official exam period.

Dates of mini-midterms:        **May 26, June 2, June 12**

No make-up opportunities will be offered for a missed midterm. If you have a legitimate problem that prevents you from taking a test, you must notify me, by email or in person, of the circumstances, before the test date, or as soon as possible after the date, with an explanation of why you were unable to contact me earlier. Failure to notify me in a timely manner will result in a grade of zero for the missed test. Vacations, travel and work, for example, are not legitimate conflicts.

If a midterm is missed for a valid excuse (such as medical/compassionate leave or other documented occurrence) then material from the missed midterm may be added in a separate section to the subsequent test. Then, the weighting of the tests will be reconsidered by the professor.

If there happens to be an unfavourable event that officially closes the University on a test day, the test will automatically be given on the next class day.

### **Poster Assignment (15% of total grade)**

This major presentation is an assignment will take the form of an e-poster (or equivalent format – to be discussed), scheduled for June 16 and June 19.

The class will be divided into groups, one group per poster. Each individual group will explore a community psychology issue/topic. Ideally, the group size will be four people. Official designation of groups will be completed by the last week in May in consultation with the professor.

Over the course of the term, there will be some pre-scheduled time allotted to meet in the poster groups. On presentation day, authors will take turns presenting their posters and the class as whole will assume the role of your peer judges. Peer judgment scores will be part of the final grade for the posters. Attendance by the whole class on presentation days is mandatory and will be noted for the participation grade.

Each poster group will share the same grade. More detail about grading criteria and organization will be forthcoming.

### **Participation (10% of total grade)**

The participation mark is a composite of several components: attendance in class on a regular basis, with the understanding that you participate fully in the in-class group work; the quality of in-class participation in class discussions; peer-reviewed participation as assessed by your peers during the poster group work. Student self-assessment will also be taken into consideration for the participation mark.

As part of the in-class participation, students are encouraged to locate in legitimate news media (in the public domain) brief references (news story, podcast, etc) related to community issues, especially if they are of personal interest. These can be used as brief reports to the class as a whole that can be used as vehicles for discussion. No individual mark is affixed to this activity, but your enthusiasm will be noted for your participation mark.

### **Guidelines for PSYO course grade averages**

In the Psychology Department, we strive to offer learning experiences that invite and challenge students to engage meaningfully with the relevant content, skills, and attitudes related to our discipline. Grades are meant to reflect student learning and achievement of course learning objectives, rather than solely reflect a student's performance relative to others. As a guideline, averages for final grades in PSYO courses are expected to fall within these ranges:

First-year courses: 68%-71%

Second-year courses: 72%-75%

Third-year courses: 76%-79%

Fourth-year courses: 79%-82%

Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses. These guidelines do not apply to directed studies courses, PSYO 372, PSYO 373, and PSYO 490.

## **University Policies and Resources**

### **Copyright disclaimer**

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to *Canvas*. All material uploaded to *Canvas* that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff.

Access to the *Canvas* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>

### **Using AI tools**

The use of generative AI tools, including Chat GPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is NOT allowed and would be considered academic misconduct.

### **Grading Practices**

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 214 250.807.9263

email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

### **Student Learning Hub**

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes students from all disciplines and year levels to access a range of supports that include tutoring in math, science and writing, as well as help with study skills and learning strategies. For more information, please visit the Hub's website <https://students.ok.ubc.ca/student-learning-hub/>

Or call 250-807-9185

### **UBC Okanagan Ombuds Office**

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: [ombuds.office@ubc.ca](mailto:ombuds.office@ubc.ca)

Web: [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

### **UBC Okanagan Equity and Inclusion Office**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 216 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

### **Health & Wellness**

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 250.807.9270

Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

**SAFEWALK** *Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)*

### **Sexual Violence Prevention and Response Office**

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit [svpro.ok.ubc.ca](http://svpro.ok.ubc.ca) or call us at [250.807.9640](tel:250.807.9640)

### **Independent Investigations Office**

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: [director.of.investigations@ubc.ca](mailto:director.of.investigations@ubc.ca) or by calling [604.827.2060](tel:604.827.2060) or online by visiting [investigationsoffice.ubc.ca](http://investigationsoffice.ubc.ca)