ANTIOCH UNIVERSITY LOS ANGELES
M.A. Psychology Program

Course Syllabus

PSY 545A Community Psychology: Theories and Methods (3units)

Summer 2010	Thursdays, 1:00pm – 3:30pm	3 units
Instructor:	Gregor V. Sarkisian, Ph.D.	Office: A2115
	(310) 578-1080 ext.	Office Hours: Mon & Wed, 5-7pm
	gsarkisian@antioch.edu	Thurs, 12-1pm

Welcome to Community Psychology! This course is designed to introduce students to the field of community psychology and also serves as the gateway into the Applied Community Psychology (ACP) specialization. Community psychology is concerned with the relationships of individuals to communities and society and the ways society impacts upon individual and community functioning. Community psychology seeks to understand people in their social worlds and uses this understanding to enhance people's well-being. Some of the tools used by community psychologists include social service, social action, education, and action research. Complementary to clinical psychology, efforts of community psychologists often focus on preventing mental disorders and promoting mental health and well-being. We will engage in a variety of activities that will assist you in developing your understanding of community psychology's professional values, theories, methods of intervention, and research. Additionally, my hope is that you will also learn about the many ways in which the tools of the field can be of benefit to your professional careers as Marriage and Family therapists.

Students in the Marriage and Family Therapy (MFT) program often wonder why they are required to take this course. By attending Antioch University Los Angeles, you have elected to pursue your graduate studies at an institution that has a long history of commitment to social justice, respect for human diversity, community engagement and service learning. While most marriage and family therapists work with individuals, families and small groups, an awareness and appreciation for the social contexts in which their clients live, work, and play, and the larger socio-cultural and sociopolitical contexts that influence their clients, can serve to make clinicians more effective in their work. It is my hope that as you learn the theory, methods, tools and strategies of community psychology, you will integrate this knowledge with your clinical skills and recognize that there are a broad range of approaches for preventing and alleviating psychological distress and human suffering.

Major Goals
The major goals of this course are:
1. To introduce students to the field of community psychology *(All learning activities described below will contribute to the achievement of this goal)*;

Major Goals (continued)

2. To introduce students to the effects of societal, cultural, and environmental influences on psychological and community well-being and the development of social problems *(Related learning activities include applied research on Sections 1 and 2 of the final project, group work on the final project, class participation, and reading)*;

3. To assist students in developing their sociocultural awareness and communication skills *(Related learning activities include research on the final project, group work on the final project, written work on the final project, oral presentation of the final project findings, class participation, and reading)*; and,

4. To familiarize students with innovative programs and practices geared toward prevention of mental health problems, the empowerment of disenfranchised groups, and the promotion of well-being *(Related learning activities include applied research on Section 3 of the final project, group work on the final project, class participation, and reading)*.

Program Objectives

The M.A. Psychology faculty has identified the following objectives for all courses in the M.A. Psychology program. Below, I outline how each objective will be adapted to this course.

Theoretical Learning
- Understands relevant theory
  Demonstrates an understanding of the ecological levels of analysis, the principles of social ecology, social power, empowerment, prevention, and health promotion.
- Applies/integrates theory effectively
  Demonstrates the ability to analyze a community issue using community psychology theories in written assignments, and, contributions to class discussions reflect critical thinking about the course material.

Clinical Application
- Demonstrates relevant clinical skills
  Recognizes prejudicial attitudes and discriminatory behaviors that might exist in self and others.
- Demonstrates capacity for self-reflection
  Ability to identify own strengths and weaknesses.
- Demonstrates capacity to use and integrate feedback/supervision
  Attentive to instructor feedback, makes revisions when requested, and incorporates feedback into subsequent work.

Social Justice
- Respects frames of reference beyond one's own
  Ability to work collaboratively with other students in the class and respect the perspectives of others.
- Understands socio-cultural influence on norms and values
  Ability to critically examine the role of socio-cultural influence on norms and values that sustain oppression and identify social change strategies that can lead to liberation and well-being.
- Can learn from experience of others
  Recognition and appreciation of individual differences and sociocultural and/or sociopolitical diversity among peers.

Program Objectives (continued)
> *Professionalism*
> - Interpersonal effectiveness with instructor/peers
>   Ability to work respectfully with peers and instructor, uses classroom time effectively, refrains from disruptive behavior, classroom comments are relevant to course material, and courteous to peers and instructor.
> - Exemplifies professionalism (attendance, punctuality, ethics, APA form., graduate-level writing skills).
>   Attends all classes, arrives on time and stays for entire class, comes to class prepared, completes all independent assignments independently and on time, completes all group work within agreed upon timelines, communicates with instructor in a timely fashion when unable to attend class or complete work on time, appropriately credits the work of others using APA format, written work is in accordance with instructor provided guidelines, written work is free of grammatical and spelling errors and reflects understanding of course material and critical thinking.

Course Objectives

Through lectures, class discussions, assigned readings, writing, and collaborative work with peers, you will develop your:
- Understanding of the relationship between professional values and well-being.
- Understanding of the influence of social context on community functioning and social problems definition.
- Ability to recognize, understand and respect the complexities of sociocultural diversity.
- Ability to communicate community psychology theories and principles of practice to promote well-being among social institutions, community organizations, and individuals.

Learning Activities

Successful completion of all requirements listed below is necessary to pass this course.

1. **Attendance.** We will be covering a great deal of material in each class meeting. Therefore, it is important to attend every class meeting. If you are unavoidably forced to miss class, please inform me in advance by telephone or e-mail. If you are absent from more than two class sessions you will not receive credit for this course.

2. **Reading.** Please read the assigned material before each class meeting. Lectures and class discussions will build upon material in the readings and cover material not addressed directly in the readings. Your ability to fully take part in class discussion will be severely compromised if you have not completed the assigned reading.

3. **Class participation**. You are expected to actively contribute and participate in discussions. If you are not in class, it is your responsibility to follow up to see what was missed in your absence.

4. **Final Project.** In groups of two to four, you will choose a social problem that impacts the Los Angeles community and analyze it from a community psychology perspective. **You will individually complete three short papers and the entire group will present collective findings on the last day of class in the form of a PowerPoint presentation**. See the *Final Project Rubrics* beginning on page **ten** of this syllabus for more details.

Methods of Instruction
This course will include a variety of activities selected to enhance your understanding of the material presented.

- **Lectures**. Formal lectures will expand on material covered in the readings, present material not included in the readings, and often serves as the springboard for class discussions. The first half of the course will contain much more lecture content as most students have limited or no background in community psychology. As the course progresses, we will spend more time working in groups and engaging in class discussions on assigned readings.
- **Video**. During the second week of class we will view a video which embodies many of the theories and practices of community psychology. This video will serve as a common experience for us to connect "real world" community psychology activities with course concepts.
- **Classroom exercises**. We will frequently work on exercises in class to develop our conceptual understanding of course material and to reinforce recently learned concepts.
- **Discussions**. Class discussions on assigned readings, selected topics and contemporary social issues will serve in strengthening your ability to apply course concepts to improve well being.
- **Work in Groups**. Starting in the first week of class, we will break into groups and begin work on the final project. Group exercises in class will facilitate your development of skills in clear communication, conflict resolution and collaborative skill development. These exercises are intended to support group activities outside of class.

Methods of Evaluation
Instructors at Antioch University Los Angeles provide narrative evaluations of student performance in their courses. In order to provide clarity and transparency about how I evaluate your work, I will provide a detailed rubric for each written assignment. The rubrics outline the major skills you are required to demonstrate and provide developmental benchmarks used to assess your work. The developmental benchmarks range from *Initial* to *Emerging* to *Developed* to *Highly Developed*. In order to receive credit for this course, students must demonstrate their skills at the *Developed* level in all content areas of the written assignments. I will provide you with timely feedback throughout the quarter to support your learning and demonstration of the skills and knowledge you have acquired. Student work that demonstrates *Initial* or *Emerging* skill must be corrected, incorporating instructor feedback and resubmitted. If you would like to receive a letter grade, please be sure to notify me by email before the last class session.

Assessment will be based on class participation and satisfactory completion of **ALL** assignments detailed above. Participation will be evaluated on both the student contributions to class discussions and demonstration of course material (20%). Written work will be evaluated for mastery and integration of fundamental concepts covered in the course, original thought, clarity of expression, and in accordance with instructor-provided guidelines (70%; Paper 1 = 20%, Paper 2 = 30%, Paper 3 = 20%). Oral presentations will be evaluated for clarity of expression, consistency in PowerPoint slides, and overall group presentation (10%).

Course Policies

Classroom Learning Environment
In order for effective learning to take place, it is imperative that we collectively create a classroom learning environment that encourages the free-flowing exchange of ideas. This cannot be achieved unless we also create an environment rooted in mutual respect. A cornerstone of effective community and clinical work is respect for diversity and this extends to respect for diversity of opinion and experience. The fact that I am the professor does not mean that my *opinion* is more important than the opinion of any of the students in

Course Policies (continued)
the class. Some of the best learning occurs as a result of lively, contentious debate -- but it is important to note that personal attacks, insults and put-downs have no place in the classroom, or beyond the classroom, online, in the parking lot, etc.

We live in a complex era where all of us have multiple demands on our time. In order to create a respectful classroom environment, we must all be aware of how our behavior impacts others. In order for class to run smoothly, we must all honor the schedule by arriving on time, use break time effectively, and stay for the duration of class. The learning environment is also severely compromised by cell phone interruptions, texting, non-note-taking use of laptop computers (answering email, cruising the web, etc.), cross-talk, and other behaviors that disrupt the classroom or convey disinterest on your part. If I have concerns about your behavior in this area, I will discuss them privately. Should this become a pattern, these behaviors will be noted on your final evaluation for the course with respect to your professionalism. I am aware that many students come to class after work or other activities and have not had an opportunity to stop to have a meal. You may bring food and beverages to class provided that you: 1) consider your classmates (loud and smelly foods can be quite a distraction); 2) properly dispose of any trash that you create; and 3) clean up your area (spills, etc.).

Academic Honesty
Some of the work in this class will be completed as a group project – applied research activities, group discussions, developing a PowerPoint presentation, and presenting your collective findings to the class. However, the majority of work will be completed by individual students through writing their papers. I'll expect that you understand the difference between "working together" and "copying." It is important that you express your ideas and convey course content in your own words. As you will soon learn if you have not already, technical writing is an activity that often relies heavily on collaboration. It would be unrealistic of me to assume that you will work in total isolation; that's not the way the best work is done. Academic work involves using other people's ideas and writing to inform your own. So, bounce ideas off each other, offer suggestions to your colleagues on how to improve assignments, and you will likely increase your learning and understanding of the course material when you begin writing. I will also be providing you with feedback on each section of the final paper to support the development of your academic writing.

The AULA catalog identifies various forms of academic dishonesty and procedures for responding to them. You are responsible for familiarizing yourself with these policies and should consult the catalog given to you at the time of admission for details.

Expectations of Graduate-Level Writing
An important component to your professional development is your ability to express yourself in writing with clarity. Written work submitted in this course should be free of grammatical, spelling, and structural errors. Your papers should be consistent with the American Psychological Association style, 6th Edition with respect to in-text citations and references. If I have concerns about your ability in any of these areas, I may refer you to our writing center for additional support (Please note, these services are available free of charge).

Incomplete Policy
An incomplete in this class will only be allowed under unusual circumstances, when negotiated with me in advance, and only for the final assignments (i.e., Section 3 of the final paper, oral presentation). Students requesting an incomplete must meet with me to negotiate the terms for completion of the work, including a deadline for submission of the incomplete work. If you find that you are falling behind, let me know so I can help you. ***Failure to turn in work by the final paper deadline will result in a "No Credit" for the course, unless prior arrangements for an Incomplete have been made with the instructor.***

Required Readings
Text:
Nelson, G., & Prilleltensky, I. (2010). *Community Psychology: In Pursuit of Liberation and Well-Being (2nd Ed.)*. Palgrave Macmillan.

Required Readings (continued)
There is a web site for the textbook, www.palgrave.com/psychology/nelson which contains supplemental material for most of the course chapters and additional links to support your exploration of the concepts and principles covered in this course.

Course Reader:
The reader for this course consists of a series of journal articles and book chapters that represent some of the seminal thinking in the field of community psychology. These materials have been selected to supplement the material covered in the text. Suggested discussion questions accompany each article/chapter and are intended to guide your thinking about each piece.

These materials are listed below corresponding to the week for which they are due. All articles are available in electronic format for free through your Antioch Sakai account. Once you log on, click on "my sites" and then on "PSY 545A Community Psychology: Theory and Methods." Under "Course Tools," click on "Resources," and the folders will appear by the week they are due. Within each folder, each file is listed by author last name(s) and year of the publication.

Supplemental Learning Resources
The Applied Community Psychology Specialization has prepared a LibGuide to support student learning in this area. The site provides links to professional organizations and other resources that you may find useful in preparing your assignments for this course. You may access the site through the main page for the AULA Library on the AULA website:
http://www.antiochla.edu/student-resources/campus-facilities/library
or directly from the following link: http://antiochla.libguides.com/communitypsychology

WEEKLY TOPICS AND ASSIGNMENTS:
Below is the class schedule which includes project-related deadlines and lists the topics, book chapters, and supplemental readings due each week. Each supplemental article includes a discussion question to stimulate your thinking about the content of the article.

Note. The following schedule of weekly topics and assignments is provided as a framework for instruction. **This is a tentative schedule and the instructor may add or delete assignments/readings.** All readings should be completed prior to the class meeting for which they are assigned unless otherwise indicated by me.

- -
Week 1:   **Introduction and Overview of the Course**
July 8   **What is Community Psychology?**
             Form Groups, Select Preliminary Issue, Discuss Paper Section 1.

__Project__ – *Paper 1 of 3 Assigned*
- -

Week 2:   **Issues, Values and Tools for Liberation and Well-Being**
July 15   **Watch Video - Holding Ground: The Rebirth of Dudley Street**

WEEKLY TOPICS AND ASSIGNMENTS (continued)

- -

Week 2 (continued):   Supplemental reading on Ethics through the textbook site:
July 15   www.palgrave.com/psychology/nelson/students/ethics.html

Mahan, L., Lipman, M., Neuburger, J., & Ragazzi, C. (1996). *Holding ground: The rebirth of Dudley Street*. [N.J.]: New Day Films.

Nelson & Prilleltensky: Chapters 1-3 (Chapter 21 is optional)

Seidman, E. & Rappaport, J. (1986). Framing the issues. In E. Seidman & J. Rappaport (Eds.), *Redefining social problems (pp. 1-8).* New York: Plenum Press.
    Discussion Question: What are your biases in thinking about "social issues"?

Weick. K. (1986). Small wins: Redefining the scale of social issues. In E. Seidman & J. Rappaport (Eds.), *Redefining social problems (pp. 29-48)*. New York: Plenum Press.
    Discussion Question: Do you agree or disagree with the author's argument that there is great value in achieving small wins? Why?

Optional Article (Recommended for ACP Specialization Students)
Newbrough, J. R. (1973). Community psychology: A new holism. *American Journal of Community Psychology,* 1(3), 201-211.
    Discussion Question: Based on the Newbrough article and the first 3 chapters of the text, develop a one paragraph definition of community psychology to share with the class?

- -

Week 3:   **Levels of Analysis and Principles of Ecology**
July 22   ***Project*** *– Paper 1 Due, Paper 2 Assigned*

Nelson & Prilleltensky: Chapter 4 (Chapter 23 is optional)
- -
Week 4:   **Power and Empowerment**
July 29   ***Project*** *– Paper 1 Returned with Possible Revisions*

Nelson & Prilleltensky: Chapter 5 (Chapter 22 is optional)

Kieffer, C. (1984). Citizen empowerment: A developmental perspective. *Prevention in Human Services*, 3, 9-36.
    Discussion Question: How did the veteran community organizers from the article experience empowerment? Be prepared to discuss phases in Kiefer's developmental model of empowerment.

Peterson, N. A. & Zimmerman, M. A. (2004). Beyond the individual: Toward a nomological network of organizational empowerment. *American Journal of Community Psychology, 34* (1/2), 129-146.
    Discussion Question: What are the three types of organizational empowerment discussed in the article? How does each type of organizational empowerment relate to your paper topic?
- -

Week 5:   **Prevention & Promotion**
Aug. 5
                   Project– *Paper 2 Due, Revisions on Paper 1 also Due*

Nelson & Prilleltensky: Chapter 4

- -

Week 5 (continued)**:**
Aug. 5

Albee, G. W. (1995). Counseling and primary prevention. *Counseling Psychology Quarterly, 8(3)*, 205-211.
<u>Discussion Question:</u> What are the differences and similarities between counseling and primary prevention?

Bloom, M. (1996). Frame of reference for primary prevention practice. In M. Bloom, *Primary prevention practices (pp. 1-23).* Thousand Oaks, CA: Sage.
<u>Discussion Question:</u> How is primary prevention a holistic endeavor?

Joffe, J. M. & Albee, G. W. (1981). Powerlessness and psychopathology. In Justin M. Joffe and George W. Albee (Eds.) *Prevention Through Political Action and Social Change*. Vermont Conference on Primary Prevention of Psychopathology.
<u>Discussion Question:</u> What is power? What does power have to do with psychopathology?

- -

Week 6:   **Human Diversity, Accountability, Commitment and Inclusion**
Aug. 12   *__Project__ – Paper 2 Returned with Possible Revisions, Paper 3 Assigned*
                 - Discuss PowerPoint Presentations

Nelson & Prilleltensky: Chapter 14-16 (Chapters 17-20 are optional)

Ryan, W. (1994). Many cooks, brave men, apples, and oranges: How people think about equality. *American Journal of Community Psychology, 22*(1), 25-35.
<u>Discussion Question:</u> Ryan discusses two predominant ways in which people think about equality. Do you find more value in one perspective or do you find value in both? And, why?

- -

Week 7:   **Tools for Action: Overview and Social Interventions**
Aug. 19

Nelson & Prilleltensky: Chapter 6-10

Levine, M. & Perkins (1987). The Love Canal Homeowners Association: A grass roots community organization. In Levine, M. & Perkins, D. V.*, Principles of community psychology (pp. 339-345).* Oxford University Press.
<u>Discussion Question:</u> What were the interventions used by the community organization in the article?

Speer, P. & Hughey, J. (1995). Community organizing: An ecological route to empowerment and power. *American Journal of Community Psychology, 23,* 729-748.
<u>Discussion Question:</u> What does power have to do with community organizing? Great article to see principles of ecology discussed in relation to a social issue.

- -

Week 8:   **Organizational, Community, Small Group & Individual Interventions**
Aug. 26

          <u>**Project**</u> - *Paper 3 Due, Revisions of Paper 2 Due*

WEEKLY TOPICS AND ASSIGNMENTS (continued)

- -

Week 9:   **Research in Community Psychology**
Sep. 2

Nelson & Prilleltensky: Chapters 11-13

> ***Project*** *– Paper 3 Returned with Possible Revisions Due Week 10*

Stringer, E.T. (1999). Principles of community-based action research. In E.T. Stringer, *Action
    research (pp. 17-42)*. Thousand Oaks, CA: Sage.

- -

Week 10:   ***Final Project Presentations and Final Papers Due***
Sep. 9

Nelson & Prilleltensky: Chapter 24

Final Project Rubric
PSY 545A Community Psychology: Theories and Methods

In groups of two to four, students will choose a social issue relevant to a local community and analyze it from a community psychology perspective. The guidelines for this project are very specific. We will discuss this rubric in class and we will discuss your projects throughout the course. Students will individually complete three short papers that will be submitted on the last day of class as a final project paper. Additionally, the group will present collective findings on the last day of class in the form of a PowerPoint presentation. All papers, including the final paper, and the PowerPoint presentation will be submitted via email. Students will receive feedback from the instructor on each section of the paper as they are due throughout the course as outlined below.

The project will consist of 3 sections:
- -
Section 1: A brief overview of the nature of the social issue (Maximum - 2 pages, due week 3).
- **The Issue**: What is the social issue? Provide definition(s) with in-text citations in APA format.
- **Population Affected**: What are the demographic characteristics of the population affected by the social issue? (Statistics on Ethnic Breakdown, Age, SES, and other variables of interest.)
- **Current Efforts**: What are the current efforts directed toward addressing the social issue? (direct/indirect services, advocacy)?

PSY 545A Section 1 – Paper Rubric

Skill	Initial*	Emerging*	Developed	Highly Developed
Definition of the social issue.	Social issue is not accurately defined.	Social issue is defined but not clearly expressed.	Social issue is well- defined and expressed in clear and concise language.	Social issue is clearly defined and reflects contemporary approaches that address the issue.
Description of the demographics on the population affected.	Statistical data on demographic variables are not included or are not relevant to the population affected.	Data on demographic variables are not accurately or partially described.	Data on demographic variables are accurately described, are specific to the LA population, and are expressed in clear and concise language.	Data on demographic variables are accurately defined, are specific to LA population, expressed in clear and concise language, and present information relevant to holistic ecological analysis.
Description of current efforts to address the issue.	Current efforts are inaccurately described.	Current efforts are described only partially.	Current efforts are accurately described and reflect a narrow range of different types of services available to people affected by the issue.	Current efforts are accurately described and reflect a comprehensive range of services available to people affected by the issue.
Citations (Citations for definition(s) of the social issue, demographic data, and agencies where current services are being offered.)	Citations are missing essential elements	Citations are incomplete	Citations contain all key elements but not completely accurate.	Citations are accurate and error free.

Student work that demonstrates initial or emerging skill must be corrected, incorporating instructor comments, and resubmitted.

Section 2: An ecological analysis of the social issue (<u>Maximum - 5 pages, due week 5</u>).

Overview of the issue using the specific language of the **levels of analysis – micro, meso, and macro**. Provide both a generic definition and an issue-specific example for each level of analysis. (From a paragraph to ½ page).

The *four principles of ecology* should be addressed separately, starting with a definition of the principle in your own words followed by a fact-based illustration of the principle as it relates to the issue. In developing your definitions, be sure to include all of the important components described by the original source you are using, and, be sure to include an in-text citation for each definition in APA format. In developing fact-based illustrations for each principle, be sure to include the specific language of the levels of analysis to correspond with the factual information.

For **<u>Interdependence</u>** and **<u>Cycling of Resources</u>**, your application of each principle should *cross* all three levels of analysis (i.e., micro, meso, & macro).

For **<u>Adaptation</u>**, you should address at least 2 of the 3 ecological levels of analysis independently. Focus on (1) how people affected by the issue adapt to survive and grow (micro-level adaptation), (2) how organizations adapt to the needs of the population affected by the issue, or, the constraints and opportunities in the local community (meso) or macro level (meso-level adaptation),or, (3) how institutions at the macro level (state & federal) adapt to the demands from the micro or meso levels (macro-level adaptation).

For **<u>Succession</u>**, you should focus on **<u>a significant historical event</u>** which shaped the social issue. Provide a description of the event and the effect it had on the issue. Specify at which level (micro, meso, or macro) the event originated as well as the level (micro, meso, or macro) which you believe was most impacted and why. Each member of your group should focus on a different historical event.

PSY 545A Section 2 – Paper Rubric

Skill	Initial*	Emerging*	Developed	Highly Developed
Overview of the levels of analysis (Micro, Meso, Macro)	Overview includes inaccurate definitions of one or more levels and issue-specific examples of behaviors or activities are not consistent with the level of analysis and/or the issue.	Overview includes generic definitions of each level, issue-specific examples of behaviors or activities at each level, but, one of the definitions or examples are partially complete or an example is not consistent with the level of analysis.	Overview includes generic definitions of each level and issue-specific examples of behaviors or activities consistent with each level, and is written clearly and concisely.	Overview includes generic definitions of each level, issue-specific examples of behaviors or activities consistent with each level, and articulates the holistic approach of Community Psychology.
Interdependence (Interconnectedness, ripple effect) **and Cycling of Resources** (Identification, development, & allocation of resources)	Definition is quoted or does not contain all essential elements and fact-based illustration specifying **changes/resources** at each level of analysis is inaccurate or incomplete.	Definition does not contain all essential elements and fact-based illustration specifying **changes/resources** at each level of analysis is partially accurate.	Definition and fact-based illustration specifying **changes/resources** at each level of analysis are complete and written clearly and concisely.	A clear and concise definition and fact-based illustration specifying changes/resources at each level of analysis. Illustrations reflect information directly relevant to the population affected and a sophisticated understanding of the social ecosystem.
Adaptation (Individuals, organizations, &social institutions adjust to external forces)	Definition is quoted or does not contain all essential elements and fact-based illustrations at the two level s of analysis are inaccurate or incomplete.	Definition does not contain all essential elements and fact-based illustrations at the two levels of analysis are partially accurate.	Definition and fact-based illustrations at two levels of analysis are complete and written clearly and concisely.	A clear and concise definition and fact-based illustration at two levels of analysis. Illustration reflects information directly relevant to the population affected and a sophisticated understanding of the social ecosystem.

Skill	Initial*	Emerging*	Developed	Highly Developed
Succession (Study of significant historical events, focus on how events change understanding and action, study past to improve future)	Definition is quoted or does not contain all essential elements, event is not an event or not historical, one or more of the identified levels is inaccurate, and, hypothesized level and rationale are incomplete.	Definition does not contain all essential elements, fact-based illustration of event is partially accurate, and, hypothesized level and rationale are partially developed.	Definition and fact-based illustration of historical event specifying the level of origination, hypothesized level of greatest impact and rationale for hypothesis are complete and written clearly and concisely.	A clear and concise definition and fact-based illustration of a historical event specifying the level of origination, a hypothesized level of greatest impact and rationale for your hypothesis. Illustration reflects information directly relevant to the population affected and a sophisticated understanding of the social ecosystem.
Citations (Overview levels of analysis, each principle of ecology definition and to support fact-based illustrations at each level.)	Citations are missing essential elements	Citations are incomplete	Citations contain all key elements but not completely accurate.	Citations are accurate and error free.

*** Student work that demonstrates initial or emerging skill must be corrected, incorporating instructor comments, and resubmitted.**

Section 3: How <u>either</u> prevention or empowerment could be used as a conceptual tool in developing an intervention to address the issue (<u>Maximum 2 pages, due week 8</u>).

Discuss how **<u>either</u>** *empowerment <u>or</u> prevention* could be used as a conceptual tool in developing *interventions* to address the issue. This should include the three elements below:

- Define either empowerment or prevention and discuss their approach, citing the appropriate author(s).
- Describe how the social issue could be further addressed holistically through using prevention or empowerment.
- Provide an example of three interventions: A small group intervention intended to impact the (1) micro-level, (2) an organizational intervention targeted to directly impact the meso-level, and (3) a social intervention which targets the macro-level. Be sure that your interventions are directly linked to the conceptual thinking of either empowerment or prevention, provide a clear rationale for each intervention, and be sure that your interventions are consistent with the level of ecological analysis.

PSY 545A Section 3 – Paper Rubric

Skill	Initial*	Emerging*	Developed	Highly Developed
Define and discuss the approach of Empowerment or Prevention.	Does not include the key elements of the definition discussed by original source, and, description of approach does not include the key elements discussed by original source(s).	Either definition or description of the approach is not consistent with the key elements discussed by the original source(s).	Definition and description of approach(es) reflect key elements discussed by original sources. And, is written clearly and concisely.	A clearly and concisely written definition of empowerment or prevention. And, a description of one approach including the major elements discussed by the original sources. Both definition and description of approach reflect sophisticated understanding of concepts.
Small Group and/or Individual Intervention Targeted at the Micro-level	Is neither consistent with the theory (prevention or empowerment) or the level of analysis (micro).	Is either not consistent with the theory (prevention or empowerment) or not consistent with the level of analysis (micro).	Is consistent with the theory (prevention or empowerment) and level (micro).	Is both consistent with the theory (prevention or empowerment) and level of analysis (micro). And, intervention is informed by the application of the principles of ecology in section 2.
Organizational and/or Community Intervention Targeted at the Meso-level	Is neither consistent with the theory (prevention or empowerment) or the level of analysis (meso).	Is either not consistent with the theory (prevention or empowerment) or not consistent with the level of analysis (meso).	Is consistent with the theory (prevention or empowerment) and level (meso).	Is both consistent with the theory (prevention or empowerment) and level of analysis (meso). And, intervention is informed by the application of the principles of ecology in section 2.

Skill	Initial*	Emerging*	Developed	Highly Developed
Social Intervention Targeted at the Macro-level	Is neither consistent with the theory (prevention or empowerment) or the level of analysis (macro).	Is either not consistent with the theory (prevention or empowerment) or not consistent with the level of analysis (macro).	Is consistent with the theory (prevention or empowerment) and level (macro).	Is both consistent with the theory (prevention or empowerment) and level of analysis (macro). And, intervention is informed by the application of the principles of ecology in section 2.
Citations	Citations are missing essential elements	Citations are incomplete.	Citations contain all key elements but not completely accurate.	Citations are accurate and error free.
APA Style & Format – Final Document (Title page, body of text, reference section)	Excessive errors and/or missing essential elements.	Style/format is incomplete	Style/format contains required contents but not completely accurate.	APA Style & Format are accurate for the title page, throughout the body of the text, and the reference section.

*** Student work that demonstrates initial or emerging skill must be corrected, incorporating instructor comments, and resubmitted.**

Final Project Presentation (Highlighting Sections 1-3) Due Week 10

This PowerPoint presentation should include a title slide and a reference slide in APA format (with the exception of spacing – references should be single spaced, not double-spaced). Each group will have about 20 minutes to present their findings and about 5-10 minutes to answer questions from the instructor and other students. The number and size of groups may cause us to adjust the time available for presentations and will be discussed in class. And, we will also discuss the format of the presentation in class.

Final Paper (Sections 1-3) Due Week 10

Required Final Project Heading Format

Title

Population Affected

Current Efforts

Ecological Analysis of _____

Levels of Analysis

Succession

Interdependence

Adaptation

Cycling of Resources

Empowerment or Prevention

Micro-Level Intervention

Meso-level Intervention

Macro-level Intervention