

Sul Ross State University – Behavioral and Social Science Department
PSY 4310 Course Syllabus



Course Title: Community Psychology

Required Texts (I): Jason, L. A., Glantsman, O., O'Brien, J. F. & Ramian, K. N. (2019). *Introduction to community psychology: Becoming an agent of change*. College of Science and Health Full Text Publications.
<https://via.library.depaul.edu/csh textbooks/1>

Contact Information: Alicia M. Trotman, PhD – alicia.trotman@sulross.edu

Student Hours: By appointment: <https://calendly.com/amtsulross/summer-office-hours>

Prerequisites: PSY 1302

Description

My name is Alicia Trotman and I am excited to introduce you to community psychology as the instigator for **change**. Community psychology emphasizes the person-environment fit, shifting the focus from solely the individual to the broader community in which they live. This field represents both a conceptual and practical departure from traditional behavioral psychological approaches, reframing how problems are defined and addressed by considering the societal influences that shape individual and collective experiences. Community psychologists examine the impact of social issues, institutions, and systemic contexts—such as healthcare, education, law, and finance—that often involve power imbalances. Rooted in values of social justice, community psychologists recognize that dominant definitions of how society should function often exclude or marginalize individuals. As such, we will seek alternative frameworks to understand and address community and mental health challenges, promote prevention, and develop effective interventions. Through public policy, research, and social action, we will aim to uncover, as community psychologists do, to root causes and drive change in the social and environmental conditions that affect individual well-being.

Course Objective:

This course is designed to introduce you to community psychology. It will engage you in current and real-world issues that are faced by community psychologists and provide opportunities for you to develop the expertise and practice the skills required to critically think how we can drive change increasing the benefits, while minimizing risk. Memorization is not key... rather your understanding that achieving well-being is more than just the individual. An individual can achieve optimal well-being when the ecosystem they are part of is also working toward shared goals of thriving and growth.

Student Learning Outcomes:

Throughout the course, you will be encouraged to think about how the theories and research presented can shed light on events going on around the world and in your own lives. Briefly stated, the objectives of this course include (though are not limited to):

1. Explain the foundations of community psychology, including the limitations of traditional psychological definitions of individual and social problems, particularly as they relate to diverse ethno-cultural groups and communities.

Method of Formative Assessment: Quizzes, Assignments and Chapter Readings

2. Apply key values, theories, and concepts of community psychology to analyze and address a range of contemporary social issues.

Method of Formative Assessment: Journals, Assignments, Discussions, and Chapter Readings

3. Utilize an ecological perspective to examine social issues, research, and current events, identifying how community psychologists leverage their expertise to create meaningful change.

Method of Formative Assessment: Discussions, Journals, and Chapter Readings

4. Demonstrate respect for individual and group differences while implementing foundational principles and practices essential for effective engagement with community-based organizations.

Method of Formative Assessment: Assignments

5. Develop skills for critical dialogue about social issues as informed scholars and active citizens, enhancing both civic understanding and participation.

Method of Formative Assessment: Assignments, Discussions, Journals, and Chapter Readings

Course Requirements:

1. The text for this class is provided. Make sure to read the assigned chapters.
2. Respect for students and lecturer must be maintained at all times when we meet online and in person. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<https://www.sulross.edu/counseling-and-accessibility-services/>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

SRSU Disability Services:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Sul Ross International students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

Library Services Statement:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Tutoring Center

- ❖ Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- ❖ Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Students should submit work that is their own and avoid the temptation to engage in behaviors that

violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

Observing Class guidelines

Class Participation

This is a course that requires online interaction and discussion because it is an online asynchronous course. Your active, daily participation in this course is essential and required in order to be successful, including checking email daily and Black Board announcements, keeping up with your chapter reading assignments, including commenting, and participating in online discussions. **Class attendance IS REQUIRED and participation is important.** Class participation will be worth **20%** of the final grade. The percentage is considerable so your engaged presence will *help* your ability to complete all of assignments for this class.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the [SRSU Student Handbook](#).

Regular communications with the professor: The most efficient way of contacting me is by email or via *Messages* in Blackboard. It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. GENERAL QUESTIONS are to be posted to *Messages* in Blackboard. For PERSONAL or PRIVATE ISSUES email me at alicia.trotman@sulross.edu or call me at 432-837-8147. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email. If you do need to meet with me during student office hours, you can schedule a meeting with me here <https://calendly.com/amtsulross/summer-office-hours>). Please note that my student office hours are limited during summer semesters so make an appointment as soon as you can.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students

are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

Marketable Skills

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

Late Assignments

You are expected to meet assignment, quiz, discussion, and journal deadlines. Discussion posts submitted after their due dates will be marked as zero. Quizzes and journal posts will be marked as zero after Tuesday July 1st. Assignments will be reduced by 10% of the overall assignment for the first day of lateness and 40% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

EVALUATION

Video Introduction & Syllabus Quiz – This is an asynchronous class, so we are not meeting as a class at any time during the semester. As a result, I will only see your products through your work and not have any idea how *you are uniquely you!* The video introduction helps to give the context I need. The syllabus quiz is to make sure you did not gloss over this... but actually read it! Therefore, I expect you to know what is expected of you in this class, and you know what is expected of me as your instructor.

Quizzes – These quizzes are marked as (Q) in the course schedule. This is an online 5 question test given to ensure that you have *read the chapter* and understand the most pertinent concepts. These quizzes are available for the duration of the course but must be completed by **Tuesday July 1st. They will be marked as zero after this date.** These are automatically graded so you will receive immediate feedback for incorrect answers.

Assignments – These three (3) assignments are marked as (A) in the course schedule. These assignments are designed to challenge you to use your critical thinking skills, and to gain a stronger understanding of how to apply community psychology theories.

Discussions – These four (4) discussions are marked as (D) in the course schedule. Two of these four discussions are grouped which means you will post within a small group in the class. These Grouped Discussions will be marked as (GD). You must post and respond to all these discussions in a timely manner, as shown in the course schedule. ***If not, you will receive a zero after the posted due date.*** A rubric is provided to assess how discussions are scored. All discussions must be completed by **Tuesday July 1st.**

Journals – These five (5) journal entries are marked as (J) in the course schedule. Your journal entries will not be shared with other students in the class and will be kept confidential, so you can choose to write freely. Your journal is available for the duration of the course but must be completed by **Tuesday July 1st. They will be marked as zero after this date.** A rubric is provided to assess how journal entries are scored.

Final Paper – One (1) final paper will be given at the end of this term. It will be based on a case study. The date to submit this paper is **12:00 am on Wednesday July 2nd until 11:59pm.** Please note that there will be no exceptions after this submission date unless you are absent due to illness and with documented proof.

Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will take an in-class midterm and an in-class final exam (objective short answer, multiple choice and/or essay).

Grading:	1000 points total	Final Grade
Video Introduction & Syllabus Quiz	30 points	3%
Quizzes	90 (15 @ 6 points each)	9%
Assignments	240 (80 @ 3 assignments)	24%
Discussions	120 (30 @ 4 discussions)	12%
Journals	200 (40 @ 5 journals)	20%
Participation:	120 points	12%
Final Paper:	200 points	20%

Course Outline

(This schedule and the topics listed below are subject to modification by the instructor.)

START HERE

Days	Content
May 28th	Getting Started Activities - Syllabus Quiz, Introduction Video

Unit 1 – Introduction to the Field of Community Psychology

Days	Content
May 29 th to SUNDAY June 1st	Introduction to the Field of Community Psychology- <i>Chapter 1</i> <i>May 30th: LAST Day for late registration and schedule changes</i>
Homework	(J1) (Q1) Quiz 1 on Chapter 1

Unit 2 – History, Who We Are, & International Perspectives

Days	Content
June 2 nd to FRIDAY June 6th	History – <i>Chapter 2</i> Who We Are – <i>Chapter 3</i> International Perspectives – <i>Chapter 4</i>
Homework for Chapters 2, 3, & 4	(A1) (Q2) Quiz 2 on Chapter 2 (Q3) Quiz 3 on Chapter 3 (Q4) Quiz 4 on Chapter 4

Unit 3 – Theories, Research Methods, Practice Competencies, & Respect for Diversity

Days	Content
June 7 th to WEDNESDAY June 11 th	Theories – <i>Chapter 5</i> Research Methods – <i>Chapter 6</i>
Homework for Chapters 5 & 6	(D1) (Q5) Quiz 5 on Chapter 5 (Q6) Quiz 6 on Chapter 6
June 12 th to MONDAY June 16 th	Practice Competencies – <i>Chapter 7</i> Respect for Diversity – <i>Chapter 8</i>
Homework for Chapters 7 & 8	(A2) (J2) (Q7) Quiz 7 on Chapter 7 (Q8) Quiz 8 on Chapter 8

UNIT 4: Oppression and Power, & Empowerment

Days	Content
June 17 th through SATURDAY June 21 st	Oppression and Power – <i>Chapter 9</i> Empowerment – <i>Chapter 10</i> <i>June 20th: LAST Day to withdraw from the course with grade of 'W'</i>
Homework for Chapters 9 & 10	(J3) (D2) (Q9) Quiz 9 on Chapter 9 (Q10) Quiz 10 on Chapter 10

Unit 5 – Intervention and Prevention Strategies

Days	Content
June 22 nd through THURSDAY June 26 th	Community Interventions– <i>Chapter 11</i> Prevention and Promotion – <i>Chapter 12</i> Stress and Coping – <i>Chapter 13</i>
Homework for Chapters 11, 12, & 13	(A3) (J4) (D3) (Q11) Quiz 11 on Chapter 11 (Q12) Quiz 12 on Chapter 12 (Q13) Quiz 13 on Chapter 13

Unit 6 – Community Organizing, Partnerships, Coalitions, and Social & Political Change

Days	Content
June 27 th through TUESDAY July 1st	Community Organizing, Partnerships, and Coalitions – <i>Chapter 15</i> Social and Political Change – <i>Chapter 17</i>
Homework for Chapters 15 & 17	(J5) (D4) (Q14) Quiz 14 on Chapter 15 (Q15) Quiz 15 on Chapter 17
Wednesday July 2nd	Final Paper needs to be submitted Begins at 12:00 am and will be open for 24 hours