

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](mailto: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 - <https://press.rebus.community/introductiontocommunitypsychology/>. 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 Accessibility and Counseling 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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is P.O. Box C-122; Alpine, TX; 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](#). 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 and Archives of the Big Bend in Alpine offer 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/](http://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](mailto: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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto: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.

### Student Responsibilities:

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.

### 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 will 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**.

The University *does not recommend or endorse* any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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*In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Your use of generative AI tools must be properly documented and cited for any work submitted in this course. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.*

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## Observing Class guidelines

This is a course that requires in-person interaction and discussion because it is core aspect of building community. **Class attendance IS REQUIRED and will be determined with IN-CLASS participation.** Your presence in class and engaging with the online text will **help** your ability to complete all of the class requirements.

## Class Participation

Your active, daily participation in this course is essential and required to be successful. Active involvement includes prompt and regular attendance, active listening, writing, participating via class discussions, reading the online textbook, completing Blackboard assignments in a timely manner, and checking your Sul Ross email and Blackboard announcements frequently. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade.

## Attendance

Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. Half of the course curriculum is online with our text and Blackboard. If you are unable to participate online and in class frequently (every week), please discuss the reason with me and arrange to review the online notes,

handouts or assignments you may have missed. I reserve the right to drop a student from the class with a failing grade by November 10th if they do not attend class regularly within a three-week span. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. **Excessive unexcused absences (more than 4 missed class sessions) WILL result in a failing grade for the course.** If you recognize that you will need extra assistance with writing (more than I can provide), it is recommended that you make an appointment with the tutoring center or submit your papers to Tutor.com (more information below).

***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](mailto:alicia.trotman@sulross.edu) or call me at (432-837-8147) or make an appointment with me (<https://calendly.com/amtsulross/office-hours-appointment>) or text me on Microsoft Teams. I strive to respond as soon as possible. If you do not receive a reply within 48 hours during the work week, please resend your email or text me.

**Course Behaviors - Respect and Disruptions:** Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=8OuRE972uQ0>

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.

***Cell phone and computer use:*** During the entire in-class period, you should be fully engaged in the class's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Off-topic activity (e.g., reading texts or posts, checking email, game playing) not directly related to the class is considered extremely disrespectful and can result in being marked "absent" for the day.

## Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

### Looking for additional support?

- **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.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

## EVALUATION

**Syllabus Quiz** – 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 **the Tuesday of the following week. 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. They will be marked as zero after Monday November 30<sup>th</sup>, if not completed. Rubrics are provided to assess how assignments are scored.

**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 **Monday November 30<sup>th</sup>. They will be marked as zero after this date.** A rubric is provided to assess how journal entries are scored.

**Final Paper and Presentation** – One (I) 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 **11:59pm on Sunday December 6<sup>th</sup>**. Please note that there will be no **exceptions** after this submission date unless you are absent due to illness and with documented proof. During our scheduled exam date, you will present your final paper using three to five slides. Presentations should be delivered professionally, similar to how community organizers present to investors or grant funders.

## Late Assignments

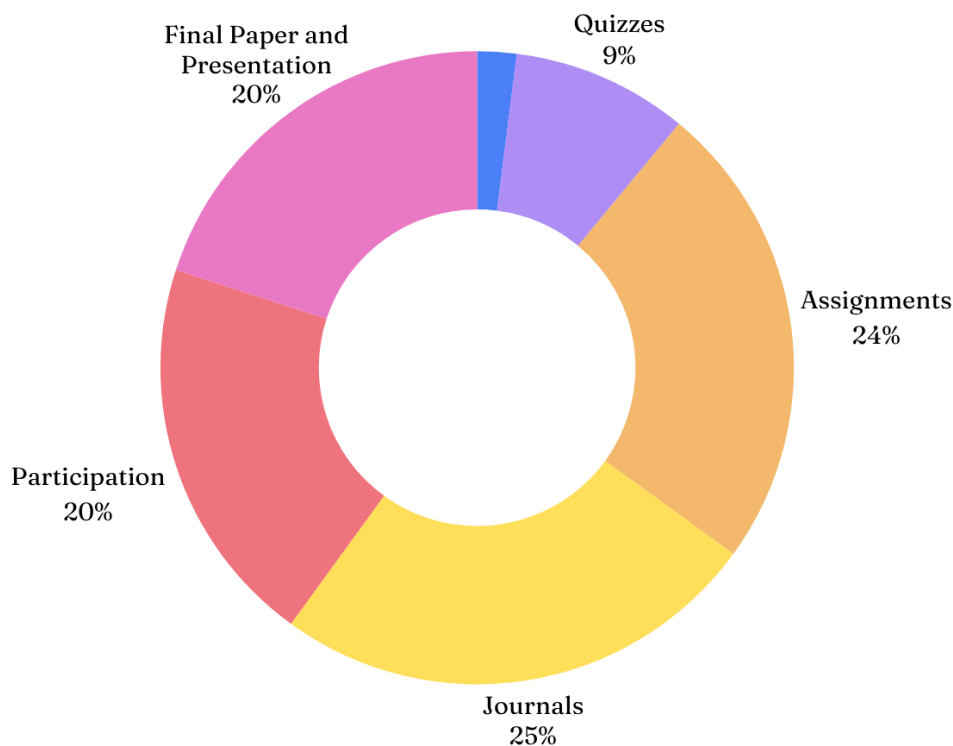
You are expected to meet assignment, quiz, discussion, and journal deadlines. Discussion posts submitted after their due dates will be marked as zero. Quizzes and journal posts will be marked as zero after Tuesday July 1<sup>st</sup>.

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.

### *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).

| <b>Grading:</b> | <b>1000 points total</b> | <b>Final Grade</b> |
|-----------------|--------------------------|--------------------|
| Syllabus Quiz   | 20 points                | 2%                 |
| Quizzes         | 90 (15 @ 6 points each)  | 9%                 |
| Assignments     | 240 (80 @ 3 assignments) | 24%                |
| Journals        | 250 (50 @ 5 journals)    | 25%                |
| Participation:  | 200 points               | 20%                |
| 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                                                                                                                                 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Week of August 24th | Getting Started Activities<br>- Syllabus Quiz<br><br>( <b>Thursday</b> Aug. 27th – Last day for late registration and schedule changes) |

### Unit 1 – Introduction to the Field of Community Psychology

| Days                                                       | Content                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week of August 31<sup>st</sup></b><br><b>MODULE 1</b>   | Introduction to the Field of Community Psychology- <i>Chapter 1</i>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Homework</b>                                            | (Q1) Quiz 1 on Chapter 1                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Week of September 7<sup>th</sup></b><br><b>MODULE 2</b> | <u>Interactive video</u> : Sanborne, E. (2020, July). <i>What is community psychology? An interactive video explainer</i> . Erika Sanborne Media LLC.<br><a href="https://geterika.com/what-is-community-psychology">https://geterika.com/what-is-community-psychology</a><br><br>( <b>HOLIDAY</b> - Labor Day – September 7th)<br>( <b>Wednesday</b> September 9th – Last day to drop classes without creating an academic record) |
|                                                            | (J1) Reflecting on the ten core principles                                                                                                                                                                                                                                                                                                                                                                                          |

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

| Days                                                        | Content                                                                        |
|-------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Week of September 14<sup>th</sup></b><br><b>MODULE 3</b> | <b>History – Chapter 2</b>                                                     |
| <b>Homework for Chapter 2</b>                               | (A1) Connecting to a Community Organization<br>(Q2) Quiz 2 on Chapter 2        |
| <b>Week of September 21<sup>st</sup></b><br><b>MODULE 4</b> | <b>Who We Are – Chapter 3</b><br><b>International Perspectives – Chapter 4</b> |
| <b>Homework for Chapters 3, &amp; 4</b>                     | (Q3) Quiz 3 on Chapter 3<br>(Q4) Quiz 4 on Chapter 4                           |

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

| Days                               | Content                                                            |
|------------------------------------|--------------------------------------------------------------------|
| Week of September 28th<br>MODULE 5 | Theories – <i>Chapter 5</i><br>Research Methods – <i>Chapter 6</i> |
| Homework for Chapters 5 & 6        | (Q5) Quiz 5 on Chapter 5<br>(Q6) Quiz 6 on Chapter 6               |
| Week of October 5th<br>MODULE 6    | Practice Competencies – <i>Chapter 7</i>                           |
| Homework for Chapter 7             | (A2) Dare2Dialogue<br>(Q7) Quiz 7 on Chapter 7                     |
| Week of October 12th<br>MODULE 7   | Respect for Diversity – <i>Chapter 8</i>                           |
| Homework for Chapter 8             | (J2) How empathic are you?<br>(Q8) Quiz 8 on Chapter 8             |

## UNIT 4: Oppression and Power, &amp; Empowerment

| Days                                         | Content                                             |
|----------------------------------------------|-----------------------------------------------------|
| Week of October 19 <sup>th</sup><br>MODULE 8 | Oppression and Power – <i>Chapter 9</i>             |
| Homework for Chapter 9                       | (J3) Empowering oneself<br>(Q9) Quiz 9 on Chapter 9 |
| Week of October 26 <sup>th</sup><br>MODULE 9 | Empowerment – <i>Chapter 10</i>                     |
| Homework for Chapter 10                      | (Q10) Quiz 10 on Chapter 10                         |

## Unit 5 – Intervention and Prevention Strategies

| Days                                          | Content                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week of November 2 <sup>nd</sup><br>MODULE 10 | Community Interventions– <i>Chapter 11</i><br><br>(Monday November 2 <sup>nd</sup> - Registration for Spring 2027 begins & Spring 2027 graduation application opens)<br>(Friday November 6 <sup>th</sup> by 4pm: LAST Day to withdraw from the 16-week course with grade of 'W') |
| Homework for Chapter 11                       | (A3) Community and organizational Capacity building with gender-based violence                                                                                                                                                                                                   |

|                                                             |                                                                                                                                                                 |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | (Q11) Quiz 11 on Chapter 11                                                                                                                                     |
| <b>Week of November 9<sup>th</sup></b><br><b>MODULE 11</b>  | <b>Prevention and Promotion – Chapter 12</b><br><br>( <b>Tuesday</b> November 10 <sup>th</sup> : Last day for instructor initiated drop for excessive absences) |
| <b>Homework for Chapter 12</b>                              | (Q12) Quiz 12 on Chapter 12                                                                                                                                     |
| <b>Week of November 16<sup>th</sup></b><br><b>MODULE 12</b> | <b>Stress and Coping – Chapter 13</b>                                                                                                                           |
| <b>Homework for Chapter 13</b>                              | (J4) Coping with stressors<br>(Q13) Quiz 13 on Chapter 13                                                                                                       |

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

| Days                                                        | Content                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week of November 23<sup>rd</sup></b><br><b>MODULE 13</b> | <b>Community Organizing, Partnerships, and Coalitions – Chapter 15</b><br><b>Social and Political Change – Chapter 17</b><br><br>Thanksgiving Break - Wednesday November 25 <sup>th</sup> to Friday November 27 <sup>th</sup><br> |
| <b>Homework for Chapters 15 &amp; 17</b>                    | (J5) The end never justifies the means<br>(Q14) Quiz 14 on Chapter 15<br>(Q15) Quiz 15 on Chapter 17                                                                                                                                                                                                                 |
| <b>Week of November 30<sup>th</sup></b>                     | <b>Community Organizing, Partnerships, and Coalitions – Chapter 15</b><br><b>Social and Political Change – Chapter 17</b>                                                                                                                                                                                            |
| <b>Monday December 7<sup>th</sup></b>                       | <b>Final Paper needs to be submitted.</b>                                                                                                                                                                                                                                                                            |