PSYD10. Community and Applied Social Psychology

Course Information

Course name: PSYD10H3S-LEC01. Community and Applied Social Psychology

Prerequisites: PSYB10H3 and [0.5 credit at the C-level from PSY courses in the 10-series or 30-series] and [PSYB70H3 or (PSYB01H3) or (PSYB04H3)] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusions: PSYD15H3 (if taken in Spring or Fall 2019)

Class time and location: **In-person on Wednesdays from 12:10-2:00pm, IC 328**

Course Instructor: Dr. Kosha Bramesfeld

See Quercus to learn more about me (Dr. B)

Contact me: See "Contact Me" on Quercus for details

Course email: kosha.bramesfeld@utoronto.ca

Office hours: Wednesdays 10-11AM in SW 531 (see Quercus for details).

Course website, readings, and materials

Materials for the course, including a link to the required readings, course announcements, assignment guidelines, and other resources will be posted on our course website on Quercus. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the materials on Quercus at least twice per week.
https://q.utoronto.ca

Textbook

Readings for the course will include journal article readings (available on library course reserves) and chapters from the **FREE** online textbook:

Jason, L. A., Glantsman, O., O'Brien, J. F., Ramian, K. N. (Editors). *Introduction to Community Psychology: Becoming an Agent of Change*. Retrieved from:
https://press.rebus.community/introductiontocommunitypsychology/

Course Description

This course examines how social psychological theory and research can be applied to understand and address social issues that affect communities. These social issues include (but are not limited to) issues around psychological sense of community, cultural narratives, social identity, intersectionality, poverty, structural inequality, mental health, loss of community, intervention, evaluation, social change, empowerment, and advocacy, among other topics. In doing so the course bridges knowledge from the areas of social psychology and community psychology. Social psychology is the scientific study of how people think about, influence, and relate to one another. Community psychology is concerned with the application of psychological principles to understand and address the issues that affect communities.

The course encourages students to critically examine how social psychological theory can be applied to empower individuals and motivate social change. We will examine the complex intersection between scientific inquiry and voices of lived experience. In doing so, the course seeks to elevate voices that have not always been historically consulted in the development of social psychological theory and research, including (but not limited to) voices from Indigenous communities, racialized individuals, refugees and immigrants, mental health consumer/ survivors, individuals living with disability, individuals living in poverty, and members of the LGBTQQIA community. To engage students to think deeper about the course content, course readings are complemented with a student-led inquiry project.

Learning Objectives

Foundational knowledge

1. Recognize the value of using the theories and research of social psychology to explain everyday life, community issues, and societal needs and the value of using real-life issues to guide the direction of social psychological theories and research.

2. Integrate and apply theories and research in social psychology to explain how the communities in which we live, attend school, work, travel, and interact shape beliefs, values, identities, relationships, and worldviews.

3. Apply principles of intersectionality theory to understand and examine how Indigenous, racial, cultural, ethnic, gender, sexual, social class, dis/ability, and other identities influence communities and community members, especially with respect to issues of colonization, power, privilege, and discrimination.

Values and ethics

4. Explain how to apply social psychological theory, research, and principles to promote social justice, activism, and empowerment that advances civic, social, and community outcomes that benefit communities and address pressing societal needs.

5. Identify the values of community and applied social psychology and discuss the ethical considerations of community research, intervention, and assessment, especially in relation to the guiding value of "nothing about us without us" and in consideration of the Canadian Psychological Association's (CPA) response to the Truth and Reconciliation Commission (TRC).

Research, Intervention, and Evaluation

6. Explain how social psychology can inform the development of community research, intervention, and evaluation, and provide examples from within our own communities.

7. Critically evaluate the value, applicability, and limitations of various approaches to research, intervention, and evaluation when it comes to applying the theories, research, and principles of social psychology within community contexts.

8. Propose and justify appropriate research, interventions, and/or evaluations that could facilitate social change in applied and community settings.

Personal growth

9. Appreciate the importance of developing critical consciousness and cultural humility in order to respond authentically to the ever-changing complexities of community work, especially in regards to promoting cultural safety and empowerment when interacting with peoples of diverse backgrounds, abilities, and cultural perspectives.

10. Reflect on how you can pursue personal opportunities to promote civic, social, and global outcomes that benefit the people living within your own communities.

Grading Scale

Grade	Points	%	Definition	Grade	Points	%	Definition
A+	895-1000	90-100		C+	665-694	67-69	
A	845-894	85-89	Excellent	C	625-664	63-66	Adequate
A-	795-844	80-84		C-	595-624	60-62	
B+	765-794	77-79		D+	565-594	57-59	
B	725-764	73-76	Good	D	525-564	53-56	Marginal
B-	695-724	79-72		D-	495-524	50-52	
				F	< 494	< 49	Inadequate

Note: The bar for "excellent" work is set very high in this course. As a general principle, I do not assign A+'s on midterm work. If a student demonstrates consistent excellence across all course elements, a holistic grade of A+ may be awarded at the end of the term.

Course Structure and Assessments

The course is organized into weekly units. Each unit in the course is associated with three components: (1) before class preparation, (2) in-class participation, and (3) ongoing work on a community-engaged knowledge mobilization project, which will be assessed via two papers.

Assessment category	Points	Percent	Deadline
Engagement: Preparation and participation	20	20%	Weeks 1-12
Paper 1: Social-ecological context	40	40%	Due March 5
Paper 2: Knowledge-mobilization document	40	40%	Due April 10
Total	**100**	**100%**	-------

Engagement: Preparation and participation

The strength of a seminar course like this one is that it provides students with an opportunity to learn through discussion and hands-on activities. To make the most of this learning opportunity, you are expected to attend our weekly class meetings prepared for active participation. Your engagement grade will be calculated out of **20** points. Points can be earned as follows:

Preparation assignments. Each unit of the course starts with a preparation assignment. These assignments are due no later than Tuesday at 11:59 PM each week. The assignments help you make steady progress towards the writing of the two papers and reflect the primary mechanism by which you can get instructor feedback on your efforts. As such, on-time, high quality completion is to your direct benefit. The preparation assignments will be assessed as being of high quality (=1.0 point), low to moderate quality (= 0.5 points), or missing (=0 points).

In-class participation. Class time will be used for activities, discussions, and small-group presentations. Many of these activities focus on you sharing your ideas with your classmates and getting their feedback and suggestions. As such, it is to your direct benefit to attend class each week. You will be awarded 1 point for every class for which you are fully engaged.

Enhancement activities. Throughout the term I will make available a range of optional enhancement activities (e.g., attend a talk, complete a research study, peer review a classmate's assignment). Each opportunity will be worth 1 point. You can apply up to 3 of these points towards your engagement grade as a way to make-up for the occasional missed class or missed engagement opportunity.

AccessAbility, absences, and missed assignments: As outlined above, I will make available at least 27 points throughout the term. You can earn up to 20 engagement points in any combination that you like. As such, there is flexibility if you need to miss the occasional class or engagement activity. With that said, if you do have any concerns about meeting the engagement component of the course, please let me know so we can discuss potential solutions.

Community-engaged knowledge mobilization project

To provide you with a hands-on opportunity to practice using social psychological theory and research to better understand a community of interest, you will work on a community-engaged project throughout the term. Progress on your project will be assessed across two papers:

Paper 1: Social-ecological context (40% due March 5)
For Paper 1, you will identify a community of interest and then use a range of scholarly and community resources to analyze the community with a social-ecological context.

Paper 2: Knowledge-Mobilization Document (40% due April 10)
For Paper 2, you will create a dynamic knowledge-mobilization document – addressed to a specific stakeholder – that describes how the stakeholder could use social psychological theory, research, and practice to address a specific issue within your community of interest.

Late papers: If you have AccessAbility accommodations or experience an illness or qualifying event that warrants an extension on this paper, or you would like to use an AccessAbility accommodation, please submit the PSYD10 Missed Term Work Form and follow the instructions provided. **Otherwise a late penalty of up to 10% <u>per day</u> may apply**. Please see the Psychology Department's Missed Term Work policy.

Course Schedule

Please note: This schedule is subject to revisions to best meet students' learning needs. Please see the "Modules" section for details about the weekly requirements.

Articles are on library course reserve. Chapters come from the free online textbook: *Introduction to Community Psychology: Becoming an Agent of Change*

UNIT 1 (Jan. 11): What is community psychology?
- **Readings**: Course Syllabus; Chapter 1; Bramesfeld et al. (2022)
- **Preparation**: Welcome Survey; Introductions Discussion Board (see Quercus for details)
- **Course Meeting**: What is community and applied social psychology?
- **Project work**: Read the Paper 1 guidelines and choose a community of interest
- **Optional**: Learn more about community psych: *Ch 2*, *Ch 3*, *Ch 4*

UNIT 2 (Jan. 18): What is a "community"?
- **Readings:** Paper 1 Guidelines; McMillan & Chavis (1986); Howarth (2001)
- **Preparation**: Is your community a "community"? (see Quercus for details)
- **Course Meeting**: Sense of community
- **Project work**: Start learning more about your identified community of interest
- **Optional**: Learn more about careers in community psych: *Ch 19*

UNIT 3 (Jan. 25): Whose voice? Interrogating sources of information
- **Readings:** Interview guidelines; Krefting (1991); Example: Hasford (2016)
- **Preparation**: Community connections (see Quercus for details)
- **Course Meeting**: Community connections and sources of information
- **Project work**: Find source materials for Paper 1
- **Optional**: Learn more about diversity and inclusion: Chs 7 - 10; Hart and Montague (2016)
- **Enhancement**: Complete the TCPS2-CORE and submit an interview plan (see Quercus)

UNIT 4 (Feb. 1): Social-ecological context
- **Readings:** Paper 1 Guidelines; Snelling & Meserve (2016)
- **Preparation**: Social issues, sources of information (see Quercus for details)
- **Course Meeting**: Social-ecological context
- **Project Work**: Reading list for Unit 6 theory exchange

UNIT 5 (Feb. 8): Knowledge mobilization: Putting theory into practice
- **Readings:** Theory in Psychology; Ch 5; Example: Cohen & Sherman (2014)
- **Preparation**: Reading list for Unit 6 theory exchange
- **Course Meeting**: Putting theory into practice
- **Project Work**: Prepare your theory presentation (based on approved theory paper)

UNIT 6 (Feb. 15): Theory exchange
- **Readings:** Approved theory paper
- **Preparation**: Assignment 2: Theory exchange (see Quercus for details)
- **Course Meeting**: **Presentation: Theory exchange**
- **Project work**: Start outlining Paper 2

Reading week: No class February 22

UNIT 7 (Mar. 1): Paper 1 workshop
- **Readings:** Paper 1 Guidelines
- **Preparation**: Social-ecological context
- **Course Meeting**: **Presentation: Social-ecological context**
- **Project Work**: Finalize Paper 1
- **Enhancement**: Paper 1 checklist

Paper 1 is due no later than Sunday, March 5 at 11:59pm

UNIT 8 (Mar. 8): Intervention and evaluation
- **Readings:** Walton (2004); Abdi & Mensah (2016), Ch 6
- **Preparation**: Start finding interventions related to your topic
- **Course Meeting**: Intervention
- **Project work**: Continue finding interventions related to your topic
- **Optional**: Learn more about intervention techniques: Ch 11-18

UNIT 9 (Mar. 15): Workshop: Intervention and evaluation
- **Readings:** Paper 2 Guidelines
- **Preparation**: Assignment 4: Intervention and evaluation
- **Course meeting**: **Presentation: Intervention and evaluation**
- **Project work**: Continue finding interventions related to your topic

UNIT 10 (Mar. 22): Knowledge mobilization: Putting it all together
- **Readings:** 3M. *Scientists as storytellers guide*
- **Preparation**: Submit your questions and concerns
- **Course meeting**: Final project workshop

March 27 is the deadline to drop courses without academic penalty

UNITS 11 & 12 (Mar. 29, April 5): Project showcase
- **Preparation**: Peer review assignments
- **Course meeting**: **Presentation: project showcase**
- **Enhancement:** Paper 2 checklist

Paper 2 is due no later than Monday, April 10 at 11:59pm

WRAPPING UP
- **Course evaluations:** Do not forget to complete the course evaluations!

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

Students with diverse learning needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
https://www.utsc.utoronto.ca/~ability/

Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the UTSC Health and Wellness Centre.

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[1] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education,
https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Writing Support

Writing Centre
This course requires the submission of two term papers. Among other criterion, your papers will be assessed on their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: https:t//www.utsc.utoronto.ca/twc/welcome

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre
Because of its emphasis on written and oral communication, all students in this course are expected to exhibit a high level of "Academic English". Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at: http://www.utsc.utoronto.ca/eld/

Note on academic integrity and paper writing services:
You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

Plagiarism Prevention Tutorial
The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments, papers, and presentations.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:
- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:
- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on Quercus.

Turnitin

Normally, students will required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a social psychology scholar.

Social Psychology

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych

University of Toronto's Social and Personality Research Group: http://www.sprgtoronto.org/

Psychology research laboratory opportunities: http://tinyurl.com/jjq25t7

Canadian Psychological Association, Social and Personality Section: https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/

Social Psychology Network: https://www.socialpsychology.org/

Society for Personality and Social Psychology: http://www.spsp.org/

Academics[2]

USTC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies

UTSC Dates and Deadlines: https://www.utsc.utoronto.ca/registrar/dates-and-deadlines

Writing Services: http://www.utsc.utoronto.ca/twc/

English Language Development Centre: http://www.utsc.utoronto.ca/eld/

Presentation Skills: http://www.utsc.utoronto.ca/ctl/presentation-skills

AccessAbility: http://www.utsc.utoronto.ca/~ability/

Health and Wellness: http://www.utsc.utoronto.ca/hwc/

Skill building, future planning, Academic Advising, Career Centre: http://www.utsc.utoronto.ca/aacc/

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[2] I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.

Psychology Department Missed Term Work Policy

For missed term work (midterm test or essay assignment) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.
- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: http://www.utsc.utoronto.ca/registrar/missing-examination
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: https://www.utsc.utoronto.ca/registrar/term-work

Accommodations for Illness or Emergency:
For missed work due to ILLNESS OR EMERGENCY, **WITHIN 2 BUSINESS DAYS** of the missed work:
1. Complete the PSYD10 Missed Term Work Form; select illness/emergency as the reason.
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration). Upload a screenshot of your Self-Declared Absence on ACORN on the Missed Term Work Form.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.
Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Religious Conflicts:
For missed term work due to a RELIGIOUS CONFLICT, please complete the following process **10 BUSINESS DAYS** before the missed assessment:
1. Complete the PSYD10 Missed Term Work Form; select religious observance as the reason.
2. Answer the question prompts on the Missed Term Work Form.

Accommodations for Students Registered with AccessAbility Services:
For missed *TERM TESTS* due to ACCESSABILITY REASONS:
- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

For missed *ASSIGNMENTS* due to ACCESSABILITY REASONS:
- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
- Complete the PSYD10 Missed Term Work Form; select AccessAbility as the reason.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that):
  1. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.