Course code **CP 412**  Course title **Community Psychology**

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| 1. **Course Learning Outcomes: (CLO’s)** | |
| CLO-1 | **Acquire** fundamental knowledge about principles, values and how community psychology integrates and collaborates with other sub fields of social sciences. (C2) |
| CLO-2 | **Analyze** the issues and challenges of different communities within collectivistic culture (C4) |
| CLO-3 | Graduates will be able to **practice** community psychology in practical field and devise a need based preventative and promotive program of mental health, it will **enhance** the creativity and critical thinking. (P5) |
| CLO-4 | Graduates will **demonstrate** ethics in their community work and daily life. (A4) |

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|  | | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
| PLO-1 | **Psychology Knowledge:** Graduates will be able to comprehend the fundamental concepts of Clinical Psychology. An ability to describe the manifestation of psychological problems in cultural perspectives. |  |  |  |  |
| PLO-2 | **Problem Functional Analysis:** Graduates will be able to formulate and conceptualize the psychological problems according to Bio-Psych-Social and Spiritual Model. |  |  |  |  |
| PLO-3 | **Basic Clinical Skill Development**: An ability to identify the need specific psychological assessment tools, its demonstration and interpretation |  |  |  |  |
| PLO-4 | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |
| PLO-5 | **Communication:** Demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc |  |  |  |  |
| PLO-6 | **Case studies**: An ability to synthesized and integrate the assessment and intervention skills in managing clinical case, evaluating its progress and report professionally. |  |  |  |  |
| PLO-7 | **Ethical considerations**: Ensuring professional ethical principles and practices |  |  |  |  |
| PLO-8 | **Research:** An ability to articulate research methodologies, operationally define problems, its literature review and process to conduct research |  |  |  |  |
| PLO-9 | **Community Work**: Graduates will able to engage with different organizations to provide community services including recognition and bridging different of resources to fulfill the psychological needs of communities such marginalized population |  |  |  |  |
| PLO-10 | **Self-Analysis:** Analyze their different professional roles as clinician, supervisor, supervisee, consultant, teacher and researcher. |  |  |  |  |
| PLO-11 | **Mental Health Awareness:** Graduates will be able to design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |
| PLO-12 | **Lifelong Learning**: Able to develop significant professional goal for life after being graduate. An ability to recognize the importance of psychology and its adaptability in their personal and professional lives. |  |  |  |  |

**Calendar of Course Contents to be Covered During Semester**

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| **Week** | **Course Content** | | **CLO** | **Blooms Taxonomy Level** | **Reference Chapter(s)** |
| 1 | **Introduction to Community Psychology** | * Understanding of community Psychology * Objectives of course * Expectations and apprehensions related to community psychology * Brief history of Community Psychology | 1 | C2 | - |
| *Assignment was given in this week on History of Community Psychology* | | | | | |
| 2 | **Issues and Challenges of Communities** | Demonstration related to Issues and Challenges of different communities | 2 | C4 | - |
| 3 | **Understanding Community Psychology** | Structural Perspectives and First-Order and Second-Order Change  Ecological Levels of Analysis in Community Psychology  Individuals  Microsystems  Organizations  Localities  Macrosystems | 1 | C2 | Chapter 1 from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012) |
| 4 | **Understanding Community Psychology** | Seven Core Values in Community Psychology  Individual and Family Wellness  Sense of Community  Respect for Human Diversity  Social Justice  Empowerment and Citizen Participation  Collaboration and Community Strengths  Empirical Grounding | 1 | C2 | Chapter 1 from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012) |
| ***Quiz was Taken in this week*** | | | | | |
| 5 | **Understanding Communities** | What Is a community?  Types of Communities Levels of Communities Who Defines Communities?  Sense of Community Four  Elements of Sense of Community  Importance of Community  Complex Realities of Communities  Building Communities  **Understanding Human Diversity in Context**  &  **Scientific Research in Community Psychology** | 1 | C2 | Chapter 6 & 7 from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012)  Chapter 2 from (Moritsugu, Vera, Wong, & Duffy, 2016) |
| 6 | **Understanding Communities** | Conceptual Models of Ecological Context  Ecological Principles  The Importance of Understanding Contexts for Intervention  Creating and Altering Settings  Promise and Challenges of Changing Environments | 2 | C4 | Chapter 5 from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012) |
| ***Quiz Will be taken*** | | | | | |
| 7 | **Preventing Problem Behaviour** | Concepts for Understanding Prevention and Promotion  Risk and Resiliency  Integrative Guides for Research and Action  Prevention Programs Cost-Effective  Examples of Successful Prevention and Promotion Programs  The Implementation and Sustainability | 3 | P5 | Chapter 9 from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012)  Chapter 5 from (Moritsugu, Vera, Wong, & Duffy, 2016) |
| 8 | **Mid Term Exam will be Conducted** | | **1, 2** | | |
| 9 | **Prevention and Promotion: Implementing Programs** | Prevention and Promotion: Implementing Programs  Issues in Implementation  Participatory Action Research in Program Implementation  Cultural Diversity in Program Implementation  Community Prevention Efforts | 4 | P5 | Chaper 10  from (Kloos, Hill, Thomas, Wandersman, Elias, & Dalton, 2012)  Chapter 4 from (Moritsugu, Vera, Wong, & Duffy, 2016) |
| Assignment will be given on STRESS AND RESILIENCE | | | | | |
| 10 | **Program Evaluation and Development** | The Logic of Program Evaluation  A Four-Step Model of Program Evaluation  Mentoring: A Program Evaluation Perspective  How Does Mentoring Work?  Mentoring: Applying the Four-Step Evaluation Method  Linking Program Evaluation to Program Development  Empowerment Evaluation | 3 | P5 | Chapter 13 from (Kloos, Hill, Thomas) |
| 11 | **School Children** | The Early Childhood Environment  Child Care  Enrichment Education and Early Intervention  Self-Care Children  The Public Schools  Desegregation, Ethnicity, and Prejudice in the Schools  The Schools and Adolescent | 1 | C2 | chapter 8 & 9 from (Moritsugu, Vera, Wong, & Duffy, 2016) |
| 12 | **Law and Crime** | The Traditional Justice System  Addressing Justice System Issues | 1 | C2 | Guest Lecture |
| **Quiz will be Taken** | | | | | |
| 13 | **Presentation** | Presentation of Community Work |  |  | - |
| 14 | **Presentation** | Presentation of Community Work |  |  |  |
| 15 | **Future of Community Psychology** | Concerns and Applications for implementation of Community Psychology Programs  Revision of the Course | 3 | P5 | chapter 13 from (Moritsugu, Vera, Wong, & Duffy, 2016) |
| 16 | **Final Term Exam** | | **CLO, 1, 2, 3, 4** | | |

**Mapping of CLOs and Assessments**

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| **Assessment** | |
| **Assessment Item** | **Application/ Objectives**  **PLO / CLO** |
| Demonstrations | **PLO1/ CLO2** |
| Assignment 1: History of Community Psychology | **PLO1/CLO1** |
| Project | **PLO9/CLO3** |
| Assignment 2: Stress and Resilience | **PLO2/CLO2** |
| Quiz 1 | **PLO1/CLO1** |
| Quiz 2 | **PLO7/CLO4** |
| Quiz 3 | **PLO2/CLO2** |
| Mid Term Exam | **CLO-1, 2,** |
| Final Exam | **CLO 3, 4, 2, 1** |