7.1   Module Overview

Module Number		Module Title	Community Psychology						
Stage of Principal Programme			3	Semester	1	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other:		
• independent reading	✓	65
• research and preparation of assessments	✓	36
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Integrate knowledge across disciplines and contexts in ways that respect different approaches to understanding human development and well-being within community psychology.	1, 2, 3, 8

2.	Understand, evaluate and participate in the development of effective intervention, prevention, and health promotion strategies and programs for individuals, small groups, and communities.	**1, 2, 3, 4, 8**
3.	Utilize interdisciplinary methods and approaches to community psychology and research	**1, 2, 4, 8**
4.	Draw upon the strengths and perspectives of diverse stakeholders in defining and solving social problems	**1, 2, 4, 8**
5.	Develop an understanding of human development and well-being within an ecological framework	**1, 2, 3, 4, 8**

7.3   Indicative Module Content, Organisation and Structure

This module will provide learners with an introduction to the field of Community Psychology by exploring the psychological approaches, theories, interventions, and strategies utilised in optimising the well-being of communities and the individuals within them. The uniquely collaborative and inclusive approach of Community psychology in addressing a wide range of social issues (e.g., conflict, discrimination, crime, drug use) will be outlined for learners, demonstrating how theory can be linked effectively to practice. Throughout the course, the learner will consider the various types of research methods, intervention strategies, and the ethical considerations employed within community psychology as a means of addressing pervasive and impactful social issues across numerous contexts. The function, value, and role of psychology within a multidisciplinary approach to improving the status, opportunities, cohesion, and welfare of a wide range of communities (be they based on socioeconomic status, ethnicity, sexuality, or otherwise) will also be addressed.

Over the course of 12 weeks the learner will cover topic such as:

- What is Community Psychology?
  - Historical Background
  - Social Movements
- Social Change and Action Research
  - Interdisciplinary Perspectives
  - A Psychological Sense of Community
- Stress and Resilience in the community
  - The Stress Model
  - Reaction, Coping and Social Support
- Community Conflict
  - Social Justice: A Moral Imperative
  - Unplanned vs. Planned Social Change
- Community Intervention Strategies
  - Citizen Participation and Collaboration
  - Community Education and Dissemination
- The Mental Health System
  - Medical, Behavioural, Humanistic Models of disorders
  - The Evolution of Mental health systems
  - Social Context to Deinstitutionalisation
- Social and Human Services in the Community

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5	Specific module resources required *(if applicable)*

N/A

7.6	Application of programme teaching, learning and assessment strategies to this module

This module will be delivered in a two-hour lecture format across twelve weeks. Typically, the first hour will deliver information while the second hour will be given over to:
Debating what was just learned
Writing up what was just learned
Critiquing the methods used about what was just learned.

Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.

The assessment strategy will emphasise choice, flexibility and self-directed research. For both continuous assessments, learners will be provided with an open ended question that can be applied to a social issue of their choosing. There will also be an opportunity for self-reflection, as the first CA will encourage learners to evaluate the impact class content has had on their own view of their selected social issue.

7.7	Summative Assessment Strategy for this module	
MIMLOs	*Technique(s)*	*Weighting*
1, 2, 5	Poster & reflective essay	**40%**
3, 4, 5	Essay	**60%**

7.8	Sample Assessment Materials

Poster & reflective essay:
Learners should compose a conference-style academic poster on the following topic:
"How can Community Psychology help us understand the causes of social issues?" Discuss this in relation to one of the issues below:

- Antisocial behaviour
- Drug/Substance abuse
- Anti-immigrant attitudes/racism
- Petty crime
- Teen pregnancy
- School truancy

Learners should also produce a 500-word piece in which they reflect upon how Community Psychology has affected/influenced/changed how they view their selected social issue.

Sample Essay
How can Bronfenbrenner's Ecological Systems Theory help us to tackle social issues? Selecting one of the issues below, discuss how this issue may be addressed at each level of Bronfenbrenner's theory.

- Unemployment
- Prejudice & Discrimination
- Substance abuse
- Anti-social behaviour
- School Truancy
- Teen Pregnancy
- Homelessness
- Domestic Abuse

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:

Moritsugu, J., Wong, F.Y., Karen Grover Duffy and Vera, E. (2019). *Community psychology*. New York: Routledge, Taylor & Francis Group.

Indicative Other Resources:

Reich, S. M., Riemer, M., Prilleltensky, I., and Montero, M. (2007). *International Community Psychology: History and Theories.* California: Springer.

TED Talks-Various Community Psychology Researchers