

Community Psychology

Section A: Headline Information	
Module title	Community Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Candice E Condon
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and Web Facilitated Learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	
Co-requisite module titles	
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT Resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:10						101: 65 hours Self-directed study and reading 36 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale of this module is to present the learner with an overview of the key themes and perspectives in community psychology. Community psychology focuses on the social settings, human systems, and institutions that influence groups and organisations and the individuals within them. It goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels. Following an overview of the historical roots of this subject, learners are introduced to a wide range of topics such as social movements within community psychology, social change and action research, stress and resilience within community psychology, the perception of declining resources, and citizen participation and prevention.
Module Aims and Objectives	This module will give learners an understanding of the psychological approaches utilised in community psychology research, and make them aware of the role of research in informing both theory and practice. The objective of community

	<p>psychology is to optimise the well-being of communities and individuals with innovative and alternate interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Throughout the course, the learner will consider the various types of research methods (experimental, correlational, etc.) and the ethical considerations employed within community psychology. Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge across disciplines and contexts in ways that respect different approaches to understanding human development and well-being within community psychology (MIPLO 1, 2, 5). 2. Understand, evaluate and participate in the development of effective intervention, prevention, and health promotion strategies and programs for individuals, small groups, and communities (MIPLO 2, 3, 5). 3. Utilize interdisciplinary methods and approaches to community psychology and research (MIPLO 1, 4, 6). 4. Draw upon the strengths and perspectives of diverse stakeholders in defining and solving social problems (MIPLO 2, 7). 5. Develop an understanding of human development and well-being within an ecological framework (MIPLO 1, 3, 6, 8).
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<ol style="list-style-type: none"> 1. What is Community Psychology? Historical Background Social Movements 2. Social Change and Action Research Interdisciplinary Perspectives A Psychological Sense of Community 3. Stress and Resilience in the community The Stress Model Reaction, Coping and Social Support 4. Community Conflict Social Justice: A Moral Imperative Unplanned vs. Planned Social Change 5. Community Intervention Strategies Citizen Participation and Collaboration Community Education and Dissemination

	<ul style="list-style-type: none"> 6. The Mental Health System <ul style="list-style-type: none"> Medical, Behavioural, Humanistic Models of disorders The Evolution of Mental health systems Social Context to Deinstitutionalisation 7. Social and Human Services in the Community <ul style="list-style-type: none"> Social Welfare in Western Society Child Maltreatment Teen Pregnancy The elderly 8. Specific Social Issues <ul style="list-style-type: none"> Poverty in the Community Homelessness in Western Society 9. Schools, Children and the Community <ul style="list-style-type: none"> Enrichment Education and Early Intervention Desegregation, Ethnicity and Prejudice in Schools Children of Divorce 10. Law, Crime and the Community <ul style="list-style-type: none"> The Traditional Justice System Jails and Prisons Victimisation At Risk Individuals 11. Community Psychology and The Healthcare System <ul style="list-style-type: none"> National Health Indicators Building Systems and Increasing Accessibility Social Support and Health 12. Community health and Preventative Medicine <ul style="list-style-type: none"> Anti-tobacco Efforts Community-based Approaches Illicit Drugs HIV and Aids
Module Teaching and Learning Strategy	<p>This module will be delivered in a two-hour lecture format across twelve weeks.</p> <p>Typically, the first hour will deliver information while the second hour will be given over to:</p> <ul style="list-style-type: none"> Debating what was just learned Writing up what was just learned Critiquing the methods used about what was just learned. <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>N/A</p>
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>

	However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	This module will be assessed by essay (60%) and in-class presentation (40%).
Sample Assessment Materials	<p>The essay (60%) is based on a critique of a community psychology topic. The essay requirements:</p> <p>Times New Roman Font 12 Line-spacing 1.5 Word Count: 1,500-1,750 Soft-copy submission through Turnitin Criteria used for marking: structure, content, grammar, spelling and referencing.</p> <p>The in-class presentation (40%) will be based on a community psychology topic (i.e. Social change, Community Interventions for Social Justice, Community Psychology Perspectives within the Healthcare System)</p> <p>The presentation requirements:</p> <p>Clarity of presentation (speech, length etc.) The use of interactive tools (PowerPoint, Prezi, web-based interactions) An accompanied 500-word written piece.</p>
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Moritsugu, John, Elizabeth Vera, Frank D Wong and Karen Grover Duffy, <i>Community Psychology</i> (London: Routledge, 2013)</p> <p>Scott, Victoria Chien, and Susan M. Wolfe, <i>Community Psychology: Foundations for Practice</i>, 8th edn, (New York: Sage, 2014)</p> <p><u>Other Reading:</u> Reich, S. M., Riemer, M., Prilleltensky, I., and Montero, M. <i>International Community Psychology: History and Theories</i> (California: Springer, 2007)</p> <p><u>Recommended Viewing:</u> TED Talks-Various Community Psychology Researchers</p>
Module Physical Resource Requirements	Lecture Hall with PowerPoint, Projector and internet access.