Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon. 3:30-5, Wed. 6:15-7:45, Tues. & Thurs. 8:15-9:15, 11-12:15, & 2-3:30 and by appointment

You can schedule an office hour visit at: https://bookjwr.timetap.com
I highly recommend scheduling your appointment!

Email: jwruschman@abac.edu I prefer to be emailed directly at this address (please do NOT email me through D2L).
Office Phone: (229) 391-5092 –although email will get you a quicker response.

Overview:
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the semester. This class covers a broad survey of the major topics in community psychology including, but not limited to: ecological levels, power, prevention, inclusion, interventions, diversity, community research methodology, empowerment, liberation, oppression, community health and well-being. We will learn about these concepts (and others) generally and then explore the application of these concepts to rural communities specifically. Class time will include discussions, presentations, activities, lecture, videos, and/or other interactive material.

Course Learning Outcomes:
1. Develop an understanding of the values, frameworks, theories, research and intervention approaches of Community Psychology.
2. Apply concepts from the course to rural communities through community engagement.
3. Develop an awareness of how social, political, and cultural factors influence students own and others lives.

Course Requirements:

Desire 2 Learn:
This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional material, slides, links, grades, and announcements. D2L is also a place to continue in-class discussions.

Classroom norms:
To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect
yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is distracting to me and other students.

Turnitin.com: Applicable assignments are to be submitted electronically via turnitin.com. The class ID is **10282786** and the password is **liberation**. The password is case sensitive. Assignments are not accepted by email.

Office Hours: My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to schedule a time at [https://bookjwr.timetap.com](https://bookjwr.timetap.com). If none of the available times work then please email me. If you have a question about the material, want to review a paper, or have a concern about any of the assignments – please take advantage of my office hours.

Ethical Behavior: Students are expected to maintain a high standard of personal ethics. Any evidence of cheating, helping others to cheat, or plagiarism will lead to serious academic consequences. **Plagiarism** is anytime you take someone else’s ideas or words without citing the source. You should cite the source with the authors name and year at the end of the sentence. If you are directly quoting someone or something the quote MUST be in quotation marks for this is plagiarism even if you have cited the source at the end of the sentence.

If plagiarism is discovered (whether it is accidental or on purpose) students will receive a 0 on the assignment. The second time plagiarism is discovered the student will fail the course and will be reported to the Vice President for Academic Affairs.

Attendance Attendance is part of your grade, my policy is described below. For my attendance policy it does not matter why you missed class. If or when you miss a class meeting you should utilize your peers to get notes and handouts from the class. **You do not need to let me know when you are missing class and please do not email me to ask what you missed in class.** If after you have talked with your peers, read the chapter, and looked over the powerpoint slides you have specific questions please schedule an office hours appointment.

Paper Format All papers, including papers submitted on turnitin.com, are to be double spaced in **12 point, times new roman font with 1 inch page margins**. This is what “counts” as 1 page. I will not accept papers that are not in this format.

Other Important Tips (for this and other classes) [http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/](http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/)
Late Assignments

Late assignments will be deducted one letter grade (e.g., 10 points for a 100 point assignment) for each day they are late. So if you get an 85 and it is two days late you receive a 65. Weekends count as days and the time is calculated based on the due date time. For example, if an assignment is due at 5 on Friday and you submit the assignment at 4 on Sunday you will lose 2 letter grades if you submit at 6 on Sunday you will lose 3 letter grades. After a maximum of 10 days you cannot turn in the assignment as you have no chance of receiving credit. There are no exceptions to this policy at all ever. I recommend you not wait until the last minute to complete assignment so as not to have a technical or personal problem that causes you to be late.

The exemption to this rule is Reading Logs, I do not accept these if they are late.

Other:
If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible.

Grading Scheme:

Community Engagement Experience & Paper:

OR
Real World Community Problem Paper: 150 points
My Community Assignment: 25 points
Section Facilitation: 50 points
Reading Log: (20 x 5 points) 100 points
Diversity Experience and Paper: 25 points
Class Participation: 100 points
Class Community Project: 50 points

Total: 500 points

Letter grades are based upon total points earned.
A: 450-500, B: 400-449, C: 350-399, D: 300-349, F: below 299 points

Assignments:

My Community Assignment: (25 points)

This course will introduce the definitions, background, and current theories and practices of Community Psychology. Throughout the course you will read and hear that people are part of communities (in addition to being individuals, family members, biological organisms, etc.). Community psychologists have substituted a psychology of the person with a psychology of persons-within-communities and the concept of "person-environment-fit." For community psychologists, community is not simply the town in which you live, but also the roles, systems, and relationships that organize our communities. To understand these concepts, your own experience provides a useful case study of community membership.

This initial assignment is designed to help you understand yourself as a member of multiple communities.
communities and to consider the way the setting within which you live contributes greatly to who you are, how you feel and how you behave. Write a 2 page autobiographical essay focusing on yourself as a community member of various sorts and the impact of that membership on your well-being. Think about the following questions as you write your essay:

- What communities were you born into?
- What communities are you now a part of?
- How does being a member of these communities influence you? (please be specific and consider how these communities will influence you in the class and in your future line of work)
- What are the characteristics of communities that enhance your well-being?
- Inhibit your well-being?
- What is your image of the ideal community?

Community Engagement Experience and Paper (150 points):
The community involvement project requires active participation over time in a community or community organization. You must also integrate ideas from the class (discussions and readings) with this engagement experience. The project is intended to give you an opportunity to apply material in ways that go beyond the classroom.

1. The first step in completing this project is to contact a community or community organization with which you would be interested in working before turning in your Project Proposal. I am available to talk about the type of organization that you might want to work with and how to contact them. The community organization should be involved in efforts to promote community change or community development. If you don’t have any ideas for a community or organization come talk with me as soon as possible.

2. The second step is to prepare a 1-2 page proposal AND meet with me. The proposal should include the following information: (proposal AND meeting are worth 25 points of final 150 points)
   1. Description of the organization – what does it do and how does it accomplish its goals?
   2. Your proposed involvement with the organization – what will you be doing and how often? You should talk with your organization about what will help them and work with the skills that you have.
   3. What you expect to learn from the experience – how does the organization relate to the concepts and strategies for change discussed in the course?

Papers should be submitted during your meeting with me. Meetings must be scheduled by the date indicated in the attached syllabus. I will only accept proposals at the in-person meeting.

3. Next, participate in a community organization for at least 10 hours before the final paper due date.

4. Have your participation documented with a written letter from the person supervising your involvement at the organization or community. This letter should be submitted with your final paper. (This letter is worth 25 points of your final 150 points)
5. Finally, **write a 6 page paper (worth 100 points of 150 points)** integrating your experiences from your involvement with the community organization and the topics covered in class. The paper should utilize APA format. Papers need to be submitted on turnitin.com on the date in the attached schedule.

**Your final paper should include:**

A. **Introduction.** The introduction to the paper should identify community problems and strengths you witnessed in your experience. Include examples of the manifestation of these community problems and strengths.

B. **Description of the Organization.** Provide a brief overview of the organization you worked with an emphasis on a description of the action approaches utilized.

C. **Theory.** This section should address the question: *What Community Psychology theories and concepts facilitate an understanding of these community problems and strengths?*. Choose at least 3 theories or conceptual frameworks to apply to these community problem. Theories can include: Ecological levels of analysis, Ecological principles, Behavior settings, Sense of Community, Narratives, Stress and Coping theory, Empowerment theory, Oppression theory, Acculturation theory, etc. In addition, in this section you should discuss aspects of the rural experience that help you understand the problems and strengths you describe in the introduction, to do this you should bring in at least 1 peer-reviewed scholarly source.

D. **Conclusion.** Construct a brief conclusion for your paper. This conclusions should offer ideas and actions for using the strengths in the community to address the noted problems.

A rubric will be posted in D2L for this assignment.

**OR**

Real World Community Problem Paper: (150 points)

The purpose of this assignment is for you to (1) apply the knowledge that you acquire throughout the course to a real-world community problem, and (2) become familiar with one specific organization that targets your chosen community problem. The paper requires you to THINK about what you are learning and APPLY it to a specific problem.

1. Your first tasks are to identify a community problem of interest to you and an organization that focuses on that problem. The community organization must be involved in efforts to promote community change or community development. You do not have to choose an organization that is local. It is fine to choose a state or national organization as long as it has programs and/or interventions that are implemented in one or more communities AND focuses on RURAL areas or issues.

2. The second step is to prepare a 1-2 page proposal AND meet with me. The proposal should include the following information: **(proposal AND meeting are worth 25 points of final 150 points)**

   1. Description of the issue and organization – *what does it do and how does it*
accomplish its goals?

2. What you expect to learn from the experience and how this will help you with your career—how does the organization relate to the concepts and strategies for change discussed in the course?

Papers should be submitted during your meeting with me. Meetings must be scheduled by the date indicated in the attached syllabus. I will only accept proposals at the in-person meeting.

3. Next, start conducting research according to the plan outlined and approved in your proposal. In addition to gathering as much information as you can about your organization you should also collect **and read at least 5 peer-reviewed scholarly sources** relating to your community problem and organization. These sources may not discuss your organization specifically but may discuss similar organizations.

4. Finally, write an **8 page paper** integrating your research including scholarly sources and the topics covered in class. Papers need to be submitted on turnitin.com on the date in the attached schedule. **(125 of 150 points)**

**Your final paper should include:**

**A. Introduction.** The introduction to the paper should identify your community problem. It should include examples of the manifestation of your community problem.

**B. Description of the Organization.** Provide a brief overview of the organization you worked with an emphasis on a description of the action approaches utilized.

**C. Theory.** This section should address the question: *What Community Psychology theories and concepts facilitate an understanding of these community problems and strengths?*. Choose at least 3 theories or conceptual frameworks to apply to these community problem. Theories can include: Ecological levels of analysis, Ecological principles, Behavior settings, Sense of Community, Narratives, Stress and Coping theory, Empowerment theory, Oppression theory, Acculturation theory, etc.. In addition, in this section you should discuss aspects of the rural experience that help you understand the problems and strengths you describe in the introduction, to do this you should bring in at least 2 of your peer-reviewed scholarly source.

**D. Conclusion.** Construct a brief conclusion for your paper.

**A rubric will be posted in D2L for this assignment.**

**Diversity Experience and Paper:** (25 points)

Some time this semester you will be required to attend your choice of an event that you would not normally attend. This event should provide you a new experience in terms of exposure to beliefs or experiences different from your own. Remember, diversity not only includes ethnicity and race, but gender, social class, age, sexual orientation, disability, religious/ spirituality, political views. In this assignment you are expected to (a) make a good faith effort to understand the perspectives of the community group that is hosting the event, (b) participate as you feel comfortable. *Although you don’t need to identify yourself, you are expected to represent the
university in a positive light. This experience should last for at least 1-1.5 hours. Please bring some kind of documentation back from your experience to include with your paper.

Examples could include:
- A different religious ceremony (this does NOT including going to a different denomination)
- A speaker or meeting on campus,
- A community celebration/festival

Diversity Paper - When you have completed the experience, please write a 2 page paper addressing the following:
1. Description of the experience & describe why you considered this experience to be different or new
2. Apply two concepts from the textbook to understanding your experience.
3. What more do you need to know to better understand the group hosting the event?

Reading Log: (20 x 5 points = 100 points)

Before every day that has an assigned reading (see attached schedule) write down 5 revelations or new insights, 2 emotional reactions and what you reacted to, and 3 discussion questions raised for you by the reading that day. These may be handwritten or typed and should be about a page. Hopefully this will ensure everyone is prepared to discuss the reading and contribute to class discussion and activities. You may be called on to read your revelation or discussion question.

Each log is worth up to 5 points. Logs are collected at the beginning of class. Only hard copies of logs submitted at the beginning of the class will be accepted. There are 22 readings assigned throughout the semester so you have 2 “free passes.”

Some logs points will be entered as either a 0 for missing a log or a 5 for completing a log. Randomly some logs will be given a grade of 0 through 5 based on quality and thoughtfulness of responses.

Class Community Project (25 point paper + 25 points participation= 50 points)

This semester we will be working as a class to help plan and host an event for Walk Georgia (walkgeorgia.org). The event will be Saturday November 21st at the YMCA. But we will be working to plan and set-up for the event all semester. You will have multiple opportunities to earn points for contributing to the this class project. You must do enough activities to earn 25 points. Activities may include calling businesses/individuals, recruitment, set-up, take-down, working the event, and/or research. I will announce chances to earn points in class.

In addition, 25 points will be assigned for submitting a 2-3 page paper on health and wellness in rural communities. You should combine information from the course, with your experience helping with the event, and include at least 1 scholarly source to support your discussion. Your paper should address the following points:

1. What are the major barriers to health and wellness promotion in rural areas?
2. What resources are available for health and wellness in rural communities? Do many individuals and/or groups utilize these resources? If not, what could be done to enhance their utilization?
3. What resources for health and wellness are many rural communities lacking?
4. What resources for health and wellness would be most beneficial for rural communities to add?

Section Facilitation (50 points)

Towards the beginning of the term we will break into 5 groups. Each group will be assigned to a course section and associated date. Each group will be responsible for facilitating the entire class (75 minutes) on their assigned day. The 50 points will be awarded from 20 points from peer evaluation, 20 points from my evaluation, and 10 points from other group member evaluation. The grading rubrics for each of these aspects are posted in D2L. Groups should not lecture for the entire class but utilize other creative ways of facilitating learning (e.g., activities).

It is the job of each section facilitation group to teach the most important, interesting, or relevant concepts from their assigned chapter. Groups SHOULD NOT try to teach the entire chapter but instead pick the most important concepts, theories, and/or examples. Presentations should highlight how the chapter information is relevant to the rural experience and/or how information in the chapter does not adequately address rural concerns. Groups will be graded on the effectiveness of their presentation as well as how well they apply their assigned section to rural lives and communities. Groups should use at least 1 scholarly sources related to their issues in a rural setting in preparing their presentations. Groups should give a handout to the class that list their sources and other resources they found for addressing rural experiences of their assigned section.

Class Participation and Attendance (100 points)

Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. Syllabus Quiz (10 points)

During the first few days of the course (see schedule) you will take an online quiz in D2L over the material in the syllabus. You can take this quiz up to three times, and only your highest score will be recorded.

II. Participating in class discussions, activities, and filling out exit cards (80 points)

This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active engagement for you to learn. Additionally, it is important that you read the addressed chapter being covered BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material, which will set you up to do well on the exams.
To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following two ways:

1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is also a great way to be an engaged class member. If you are reading this, congratulations and thank you for reading the syllabus. Please email me your favorite appropriate humorous meme or picture before August 19th and you will receive 3 extra credit points. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer—so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, weekly reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the week, which might include some combination of answers to the following questions:
   i. What did you learn today?
   ii. What are you still confused about? What questions do you still have?
   iii. What went well/poorly in the class today? What helped you learn? What inhibited your learning?

You will need to put your name on your exit cards so I know you are turning in thoughtful responses. These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-80</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality out of class activities. Attends at least 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Questions are relevant, and demonstrate an understanding of the readings. Completes the out of class activities. Attends at least 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Only completes some of the out of class activities. Attends at least 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding of the readings/topic. Does not volunteer information and lack of preparation may be evident. Does not complete out of class activities. Attends at least 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Does not participate in class. Is distracted in class (e.g., on phone, side...</td>
</tr>
</tbody>
</table>
Below 47 points conversations, off topic computer work). Does not read before class. Attends 50% of less of classes.

To calculate your grade for attendance and participation I start with your percent attendance as a base score. So if you attend 85% of classes you start with an 85% for attendance then I add or subtract up to 10 points for your participation. So if you never talk or participate you would get a 75% or if you are a great and regular participant you would get a 95%. Also I will record tardiness and 3 tardies= 1 absence.

III. Closing Assignment (10 points)
Towards the end of the class you will write a short response (approximately 1-2 pages) detailing your experiences in the course. Specifically, some examples of what you took away from the course, what you would do differently if you took the course again, and what I could do differently if I taught the course again. There is no right or wrong answer, the assignment is simply intended to facilitate reflection on what you have taken away from this course and help me improve the course in the future. These are due in class (can be printed or hand written) at the start of class on the due date in the attached schedule. If all the printers in the world are broken then you must email this to me before the start of class on the scheduled due date.

Extra Credit: (up to 10 points)
This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you can independently research the question. To receive any credit you must submit your findings via turnitin.com by date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term but there is designated time during the last week of class.

Grade Disputes: All grade disputes must be submitted in writing within one week of having receive the assignment grade. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.

Engaged Student Learning Requirements:
The ABAC Credit Hour Policy, in accordance with the Board of Regents of the University System of Georgia and federal regulations that are reflected in SACSCOC’s Credit Hours Policy Statement, require 6750 minutes of engaged student learning for a 3 semester hour course. Engaged Student Learning occurs both in and outside of the classroom at the ratio of 1:2, Two hours of independent student learning for each hour of classroom learning. 15 weeks of 50 minutes of class instruction for 1 credit hour = 750 minutes. For a 3 Hr course, engaged classroom instruction will equal 2250 minutes, the remaining 4500 minutes of engaged learning will be the responsibility of each individual student.

College Policy on Course Attendance:
Courses at ABAC are provided for the intellectual growth and development of students. The interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. Therefore, to attain maximum success, students should attend all their classes, be on time, and attend all scheduled course activities. Absence from class does not excuse students from full responsibility for class work or assignments missed. Students must accept this responsibility.

Individual instructors will establish attendance policies for each class, will publish the policy in the course syllabus, and keep attendance records. The penalty for absences is at the discretion of the instructor and may include failure of the course. Students who stop attending class without officially withdrawing will receive a grade for the course. A student penalized for excessive absences may appeal through the grade appeal process as stated in this catalog and the Student Handbook.

Institutional Absence:
A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:
Academic irregularities include, but are not limited to, giving or receiving unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

For more information on Disciplinary Procedures associated with Academic Dishonesty, please refer to the Academic Code of Conduct in the Student Handbook.
Student Resources:

Disability Accommodations
If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Weather Hotline: In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225