Psy 3960, Community Psychology  
Spring 2013 Course Syllabus and Calendar  

**Instructor Information**  
Instructor:      Heather M. McGee  
Office: 3758 Wood Hall  
Home Phone: (269) 934-0506  
Cell Phone: (269) 470-0506  
Email: heather.mcgee@wmich.edu  

Office Hours: TR: 11:00 -12:00 pm and by appt.  
Office Phone: (269) 387-4460  

Graduate TA:  
Email:  

Undergraduate TA:  
Email:  

**Course Materials**

Coursepack can be purchased at Western’s Campus Bookstore located in the Bernhard Student Center.

1. **Course Pack:** The pack contains the study objectives for each unit in the course and required reading materials. Copyright permissions have been obtained for all of the material.

   **Bring the relevant study objectives and reading materials for each unit to lecture. I will refer to them frequently.**

**E-learning**

E-learning contains the syllabus, PowerPoints for each lecture, handouts, announcements and links of interest. Please print the PowerPoint lecture outlines and bring them with you to class. You can print the slides with lines for notes by clicking on “File, Print.” When the print pop-up appears, select “Handouts” under “Print what.” Under “Slides per page,” select “3.” Under “Color/grayscale,” select “Pure black and white.”

**General Course Description**

This course is designed to give you an introduction to community psychology from a behavior analysis perspective. You will learn about various areas in which behavior analysts have made a difference in the community. In addition, we will explore areas that are in need of more research. During the course of the semester, you will learn how to review the existing literature, design an experiment at the community level, and collect data.

**General Course Format**

Two class lectures followed by a 35-point exam. The days of the exams will rotate between Tuesday and Thursday throughout the semester. Please refer to the calendar at the end of the syllabus for the course schedule.

**Course Grades**

Your course grade will be based on the number of points that you earn on the weekly exams and on your assignments. Points cannot be earned by doing alternative or extra activities. There will be a total of 8 exams and each will be worth 35 points. There will be a total of 5 assignments worth a total of 100 points. The total number of possible points is thus 380. Grades will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>BA</th>
<th>B</th>
<th>CB</th>
<th>C</th>
<th>DC</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>92</td>
<td>88</td>
<td>84</td>
<td>80</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>&lt;68*</td>
</tr>
<tr>
<td>Points</td>
<td>350</td>
<td>334</td>
<td>319</td>
<td>304</td>
<td>289</td>
<td>274</td>
<td>258</td>
<td>&lt;258*</td>
</tr>
</tbody>
</table>

* “<” means less than
**Students with Disabilities**

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. Students with disabilities should contact the University’s Disabled Student Resources and Services and the Office of Services for Students with Learning Disabilities at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. According to University policy: “Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester.”

**Unit Exams**

Exams will consist of a mix of multiple-choice questions, fill in the blanks, matching, listing information, and short-answer essay questions. They will be based on the study objectives and ANY additional material that I provide in lecture. Approximately 15-20% of the exam is based on lecture material that is not provided in the text. If you miss a lecture, you are still responsible for the material covered and therefore you should get the notes from a fellow classmate or have someone tape record the lecture for you. Neither the course assistant nor I will review the missed material for you, give you the notes, or record the lecture.

**Unit Study Objectives**

There are study objectives for each unit in the course pack. The material to be included in the unit’s assignment is listed at the top of the study objectives. Only the text material specified in the objectives will be covered on the exam (although remember that the exams will also cover additional material that I provide in lecture). It is important that you keep all of the study objectives so that you can refer to them later in the course. You will need to restudy some of the objectives for the make-up exams. For the make-up exams, I will select several study objectives from previous units and ask that you restudy them. I will give you a list of these review objectives prior to both make-up exams.

**How to Study for This Course**

**Read the materials before coming to class.** Some material may be difficult to understand. If you have read through the materials, you will know what you have questions over and I can answer those questions during class.

**Come to class.** As previously stated, there will be a quiz at the beginning of each class over the previous lecture.

**Write out the study objectives for the readings.** Answer as many of the study objectives as you can before class, based on the readings. Use lecture notes to clarify any confusing points and to answer questions not answered in the readings. Many people find that using index cards to study helps them to do well on quizzes. Write out the question on one side of the index card and write the answer on the other side. For long study objectives, it is helpful to break the objective into manageable pieces, using multiple index cards. Quiz yourself by reading through the questions and seeing if you can answer them without flipping the index card over to look at the answer. Begin with the first objective. When you can answer that objective without looking at the answer, add the next objective. When you can answer that objective without looking at the answer, go back and answer the first and then the second objective. If you can answer both without looking at the answer, move on to the third objective. Study this objective until you can answer it without looking at the answer and then go back and try to answer objectives 1-3 without looking at the answers. Continue until you are able to answer all of the objectives. When you can get through all of the questions without looking at the answers, shuffle the index cards and go through them again (so you don’t rely on the order of the questions to come up with the answers). **MAKE SURE THAT YOU CAN ANSWER THE QUESTIONS PRECISELY AND COMPLETELY WITHOUT LOOKING AT THE ANSWER. THIS WILL HELP YOU GREATLY ON THE QUIZZES.**
**Exam Regrade Policy**

After the exams have been graded, returned and discussed in class, you may submit your exam to me for regrading if you believe that an item was not graded accurately. **Regrade requests must be returned to me in class, in writing, and within one week after the exams have been returned.** When submitting a regrade request you should attach the exam and the answer sheet for that exam. The request should state the reasons why more points should be awarded for a particular answer. References to a text page and paragraph or to specific lecture material will make it more likely that your request will be granted. It is not appropriate to state things such as “because it is right” (without further explanation), “but that is what I meant to say” (I can only grade what you said, not what you meant to say), “I missed that lecture,” “Jim gave the same answer and you marked his right” (maybe I graded Jim’s paper too leniently), etc.

**Make-up Exams**

If you miss an exam for ANY reason (illness, car trouble, injury, an athletic event, too busy to study, etc.), the missing exam score will turn into a zero if you do not take the make-up exams or if you miss more exams than allowed by the make-up exam policy. Two make-up exams will be given during the semester that will permit you to make up for two such absences. In other words, you may miss one exam each half of the semester without having it hurt your grade as long as you then take the scheduled make-up exams.

| If you are involved in ANY activity (a sporting activity, a band, family obligations, social activities) that requires you to miss more than one exam each half of the semester, DROP THIS COURSE IMMEDIATELY. |

The first make-up exam is given TUESDAY, FEBRUARY 26TH, and will review material from Units 1-4. The score you earn on this exam may be used to replace a missing score for one of the first four exams. The second make-up exam will be given MONDAY, APRIL 21ST at 12:30 pm during the University’s final exam week. It will review material from Units 5-8. The score you earn on this second make-up exam may be used to replace a missing score for one of these unit exams. I will give you study objectives for these exams – I will select 30-40 study objectives from the relevant units.

If you do not miss any exams, and only if you do not miss any exams, the score you obtain on the first make-up exam may be used to replace the lowest score obtained on Exams 1-4, and the score you obtain on the second make-up exam may be used to replace the lowest score on Exams 5-8. If your make-up exam scores are lower than the scores of your unit exams, then the make-up exam scores will be discarded. In other words, the make-up exams cannot hurt your grade.

If you do not miss any exams, the make-up exams are optional. If you are satisfied with the scores you have obtained on the unit exams, then you do not have to take the make-up exams – you get the day off!

**Additional Make-up Exams**

_No make-up quizzes will be given_, unless VERY special circumstances (such as a documented long illness) arise. This is why I drop two quiz scores. Under certain circumstances you may be able to take a special make-up quiz, but this will be at my discretion. This means that if you miss (or do poorly) on more than two quizzes over the course of the semester, and you would like a special make-up quiz, you MUST have doctor’s notes or other appropriate paperwork for ALL missing (or low scoring) quizzes. One doctor’s note and one “Well, I was sick for two and did poorly on another, but only have a doctor’s note for the last one” will not convince me to give you a special make-up quiz.
Assignments

The following five assignments should be completed individually (although you may have a friend help you collect data and brainstorm ideas for interventions). Extensive similarity between student assignments may be considered evidence of academic misconduct. More detailed descriptions of these assignments are provided in the coursepack. Due dates are listed on the course calendar at the end of the syllabus. Start early on assignments so you have time to ask questions if you have them!

1. **Research Proposal – Title page and Introduction**: Conduct a literature review on a topic of interest to you in behavioral community psychology. Based on your review, write an introduction to a research proposal on that topic. Be sure to state the problem, its significance, what work has been done to this point, what your question is, and how your question adds value to the research base. (20 points)

2. **Research Proposal – Method**: Identify your participants, setting, independent variables/procedures, dependent measures, research design, IOA, and any social validity measures you will take. Include Assignment 1 with your method section when you turn it in. (20 points)

3. **Research Proposal – Potential Results and References**: Speculate about the potential outcomes of your study and produce a reference section. Include Assignments 1 and 2 with your results and reference sections when you turn them in. (20 points)

4. **Litter assessment**: Collect data on litter in a public area. Design an intervention to promote cleanup or reduce littering. (20 points)

5. **Home Energy Use**: Design a themed intervention to reduce energy consumption in the home. (20 points)

Late Assignments

*Assignments will only be accepted during class periods.* Assignments will not be accepted by email. If an assignment is due on a Tuesday and is received the following Thursday, its final score will be reduced by 15%, e.g. an “A” score will become a “B” score. If an assignment is due on Thursday and is received the following Tuesday, its final score will be reduced by 25%, e.g., an “A” score will become a “C” score. If an assignment is exactly one week late, its final score will be reduced by 35%, e.g., an “A” score will become a “D” score. Assignments more than a week late will not be accepted.

Attendance at Lectures

Attendance at lectures is not required. However, if you miss a lecture for whatever reason you are responsible for the lecture material and any announcements regarding changes in the weekly assignment, exam schedule, room change, etc. If you must miss a lecture, you should ask another member of the class to take notes for you or, better yet, to tape record the lecture. As indicated earlier, I will not review the missed material with you, take notes for you, or record the lecture for you.

Cell Phones and Laptops

Cell phones must be set to silent or turned off during all classes. If you have a cell phone that still makes considerable noise when set to silent, TURN IT OFF. A ringing or vibrating cell phone disrupts the class. I-Pods must be put away. No exceptions. Laptops may be on during class FOR NOTE TAKING OR IN-CLASS ACTIVITY PURPOSES ONLY.

If you are caught playing games, IMing, surfing the next, checking email, or any other NON-CLASS RELATED ACTIVITIES on your computer, OR if your cell phone rings on more than one different occasion during class, OR if you are caught listening to your i-Pod, I will deduct 1 point from your total point score for each
violation during lectures. If the T.A.s or I see a violation of the policy, the point will be deducted. We will not “police” the classroom, thus I fully realize that we may miss violations. On the other hand, this is no different than speeding; many instances of speeding go undetected by the police, but those that are detected are penalized. I will inform you when I deduct the points.

Any use of these devices during the exam (including ear buds) will be considered cheating, and subject to the penalties described in the Academic Dishonesty section below.

Academic Dishonesty

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

In addition, I encourage you to visit www.wmich.edu/conduct, www.wmich.edu/registrar and www.wmich.edu/disabilityservices to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Conduct. A student who is found responsible for an act of academic dishonesty will be given a failing grade in the course.

Cheating consists of, but is not limited to, looking at another student’s quiz, using external aids (such as books, notes, conversation with others) when taking the quiz, or altering your original quiz answers when submitting regrade requests. No course books or materials should be within the student’s view during the quiz.

Whom to Contact if You Have a Complaint or Problem

Students often don’t know who to contact if they have a complaint or problem about a class. The recommended steps are:

1. Contact the instructor. In this class, obviously that would be me.
   a. Explain the situation in a professional manner and suggest a remedy. If the instructor’s explanation or resolution (or lack thereof) is not acceptable then move to the next step.
2. Contact either the chair of the department or the WMU Ombudsman.
   a. The chair of our department is Dr. Wayne Fuqua, 387-4474.
   b. If you are reluctant to contact the chair, contact the ombudsman’s office, 387-0718. The ombudsman’s web site is: wmich.edu/ombudsman
3. If the issue is still not resolved to your satisfaction, these individuals will tell you what your next options are.

Students are protected against retribution for seeking this type of assistance.

Note: If you have concerns or complaints about unfair discrimination or sexual harassment, you should contact WMU’s Office of Institutional Equity directly.

The phone number is (269) 387-6316 and the web site is: www.wmich.edu/oie.
**Incomplete**

In keeping with the University’s policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands.

However, if an extended illness or injury prevents you from completing the class, do let me know about it. Depending upon the number of classes and exams that you missed, and your attendance and performance on the exams you took before the problem arose, I may be willing to give you an incomplete for the course.

**Emergency Class Cancellation**

In the event that classes are officially canceled (due to a snow storm, for example), the following schedule changes will automatically be in effect:

1. If the day canceled is a day on which an exam has been scheduled, then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Tuesday, and classes are canceled on Tuesday, the exam will be given on Thursday. If Thursday classes are canceled as well, the exam will be given on the following Tuesday.

2. If the lecture day that immediately precedes the exam is cancelled or if BOTH lecture days are canceled, the exam will be given on the regularly scheduled day, or on the first day that classes resume. For example, if an exam is scheduled on Thursday, and the preceding Tuesday lecture is canceled, then the exam will be given as scheduled on Thursday.

**PLEASE READ THE EMERGENCY CLASS CANCELLATION POLICY CAREFULLY. IT IS NOT POSSIBLE TO PREDICT WHEN CLASSES WILL BE CANCELED AND THUS I AM NOT ABLE TO REVIEW THIS POLICY AT THE CRITICAL TIME.**
COURSE CALENDAR
(Note: L means lecture, E means exam, and the number refers to the Unit)

Tuesday

1/08  First Class
1/15  L1
1/22  L2: Child Safety
1/29  E2
2/05  L3
2/12  L4: Crime and Violence Prevention
2/19  E4
   ASSIGNMENT 1 DUE
2/26  ME1
3/04  Spring Break – No Class
3/11  L5
   ASSIGNMENT 2 DUE
3/18  L6: Recycling and Littering
3/25  E6
   ASSIGNMENT 3 DUE
4/01  L7
4/08  L8: Prosocial Behavior and Community Involvement
4/15  E8
   ASSIGNMENT 5 DUE

Thursday

1/10  L1: Intro to Community Psychology
1/17  E1
1/24  L2
1/31  L3: Behavioral Medicine
2/07  E3
2/14  L4
2/21  Return of E4 & ME1 Objectives
2/28  L5: Driver and Pedestrian Safety
3/06  Spring Break – No Class
3/13  E5
3/20  L6
3/27  L7: Energy Conservation
4/03  E7
   ASSIGNMENT 4 DUE
4/10  L8
4/17  Return of E8 & ME2 Objectives

MONDAY, APRIL 21ST, 12:30 – 2:30 PM: MAKE-UP EXAM 2