

Template A

<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1) Be able to identify social and/or health issues facing their communities 2) Gain awareness of community-based interventions at a local, national, and global level and... 3) Be able to think critically about the generalizability, impact, and unintended consequences of such community-based interventions 4) Demonstrate comprehension of various approaches to the prevention of violence and other social problems 5) Understand relevant community/prevention concepts such as risk and protective factors, empowerment, and socioecological theories 6) Gain an understanding of social justice and the role played by culture, gender, and socioeconomic status in affecting an individual or community's risk for violence or other health/wellness disparities 7) Work in groups and with local stakeholders to identify a social and/or health issue affecting the IUP or Indiana community and present (orally) a proposed community-based intervention that includes consideration of a) cost-effectiveness, b) unintended side-effects, c) stakeholder interests, and d) cultural sensitivity
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<ol style="list-style-type: none"> I. Background and History of Community Psychology <ol style="list-style-type: none"> a) Historical social movements b) Community mental health movement c) Swampscott conference II. What do community psychologists do? <ol style="list-style-type: none"> a) Careers b) Research methods c) Working with and for the community III. Guiding Principles of Community Psychology <ol style="list-style-type: none"> a) Diversity b) Values & Social Justice c) Empowerment d) Stress & Resilience e) Multiple levels of analysis (The socioecological model) f) Definitions of "Community" IV. Prevention <ol style="list-style-type: none"> a) Levels of Prevention (e.g. primary vs. secondary) b) Types of prevention programs (e.g. universal vs. targeted) c) Community intervention strategies d) Evaluating prevention programs V. Community Psychology & Specific Settings <ol style="list-style-type: none"> a) Mental health system b) Physical health c) Violence & crime d) School settings e) Human services
<h3>Rationale for Proposal</h3>	
<p>Why is this course being proposed?</p>	<p>This is an elective offered in Psychology and will also be a course included as an elective in the certificate/minor in violence education, CAAST (Child Abuse and Adult Advocacy Studies) It covers unique content on the use of psychology to promote social justice through direct action across many social institutions.</p>
<p>How does it fit into the departmental</p>	<p> <input type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(Interdisciplinary core – e.g. Business/Education)</i> </p>

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<p>curriculum? (Check all that apply)</p>	<p><input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input checked="" type="checkbox"/> Open Elective</p> <p><input type="checkbox"/> Other - open elective</p>
<p>Is a similar class offered in other departments?</p>	<p><input type="checkbox"/> Yes Please provide comment: No</p> <p><input type="checkbox"/> No</p>
<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input type="checkbox"/> Yes Please provide comment: This course is part of the CAAST curriculum and includes a service-learning component designed to address concerns of the IUP and/or Indiana community.</p> <p><input type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input type="checkbox"/> Course Designed for Majors (<input type="checkbox"/> Required <input type="checkbox"/> Not Required)</p> <p><input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective</p> <p><input type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student</p> <p><input type="checkbox"/> Liberal Studies</p> <p><input checked="" type="checkbox"/> Other - Psychology majors and students interested in public health, community organizing, violence, and advocacy.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? This class might be of interest to students in departments such as criminology, sociology, and child development.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) NA</p>
<p>Are the resources adequate (i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)?</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No Please provide comment: Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	
<p>Comments: Click here to enter text.</p>	