This course studies the community as a system and how that system impacts the development of the individual. It provides a study of community organizations as they effect the individual and includes a search for approaches to creating and re-creating the community through grass-roots efforts.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about communities and trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

MAJOR INSTRUCTIONAL GOALS

GOAL A:
The student will demonstrate an understanding of community as a system.

Learning Outcomes: The student will:

A-1 Define a system.
A-2 Explain how a community is a system identifying its parts.

GOAL B:
The student will be familiar with literature on community and its development.

Learning Outcomes: The student will:

B-1 Identify key studies that describe community and its development (Sarason, Nesbit, Ryan).
B-2 Evaluate key issues related to community and its development.
GOAL C:
The student will demonstrate understanding of community’s impact on the development of individuals and institutions.

**Learning Outcomes:** The student will:

- C-1 Identify the impact of community on individual development and behavior and individual’s impact on community.
- C-2 Identify the impact of community on family and vice versa.
- C-3 Identify the impact of economic systems on community and vice versa.

GOAL D:
The student will demonstrate understanding of the role of community, agencies and practitioners on various levels of prevention (primary, secondary, tertiary).

**Learning Outcomes:** The student will:

- D-1 Define prevention.
- D-2 Describe the three levels of prevention.
- D-3 Give examples of each level.

GOAL E:
The student will demonstrate understanding of community organizing principles.

**Learning Outcomes:** The student will:

- E-1 Identify organizing principles.
- E-2 Explain the principles using case studies to illustrate.

GOAL F:
The student will use appropriate written and oral communication skills.

**Learning Outcomes:** The student will:

- F-1 Communicate information orally in a logical and grammatical manner.
- F-2 Present written information using standard APA style.