International Undergraduate Program
Faculty of Psychology
Universitas Gadjah Mada

COURSE OUTLINE
The Psychology of Community Development

Course Code	:	PSY4119
Period	:	
Credits	:	2
Class	:	IUP
Perquisites	:	
Course Instructor(s)	:	Satwika Rahapsari, S. Psi., M.A. R-DMT
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Teaching Assistant	:	
E-mail	:	
Location and Time	:	
Duration	:	100 minutes
Frequency of Meetings	:	Weekly

Course Description
Community development not only concerns the physical realm of community, but also the social, cultural, economic, political, environmental, and psychological aspects as well. Its applications are wide-ranging yet always aimed at improving quality of life. Therefore, it is important to understand the underlying foundation and theory of community development as well as the variety of strategic and tools used to achieve desired outcomes. This course emphasizes the integration of concepts, process, theory, perspectives, and characteristics of community development, as well as intervention approach, level of intervention, and foundational skills of community development. This course also seeks to address the challenging and exciting facets of community development by presenting a variety of essential and important topics to help student understand its complexity. Lastly, in this course students also required to practice their skill in conducting participatory action research as the baseline for community development program as well as provided by case study/example from local Indonesian context.

Course Objectives/Learning Outcomes
Upon completion of the course, the student's perspective should be sufficiently expanded to enable her/him to:
1. Understand and explain the distinct definition of group and community

2. Understand and explain the psychological perspectives underlying the theory and practice of community development, including the local perspectives of community mutual assistant (gotong royong).
3. Understand and explain the principals and approaches of community development
4. Identify the level and characteristic of intervention, and choose the appropriate intervention for a community development program
5. Able to conduct a research project using the participatory action research method and create a product as the research output

Required Readings
Duffy, Karen Grover and Wong Frank Y. 2003. Community Psychology, Boston: Pearson Education Inc.

Orford, Jim. 1992. Comunity Psychology: Theory and Practice. Chicester: John Wiley & Sons.

Phillips, R., & Pittman, R. (Eds.). (2014). An introduction to community development. Routledge.

Ivankova, N. V. (2014). *Mixed methods applications in action research*. Sage.

Methods of Instruction:
  Lectures: 30%
  Discussion: 20%
  Case study: 10%
  Presentations: 15%
  Group work/Independent study: 15%

Course Assessment
The final grade of the course will be compiled proportionally from the components below:
1. Examination (80%)
        a. Group Project (30%)
        b. Mid-term Exam (25%)
        e. Final Exam (25%)
2. Class Participation (20%)
Total: 100%

Course Requirements/Methods of Evaluation:

1. Examinations (80%)
a. Group Project (worth 30%)
Description:
This assignment support the achievement of course objective #3 and #5
Each group, consist of 2-3 students will be conducting a research project using Participatory
Research Action method (theory covered in lecture week #3). Alongside with the presentation, the groups must also provide a research product (such as modules, campaign leaflets, tools, zine,

poster, etc.). Groups will be presenting their research result on the week 12 & 13. The best group (evaluation based on grading rubric) will be announced as the winner of the Faculty of Psychology Innovative Grant, worth 500,000 IDR.

Topics (optional):
1. Industrial revolution 4.0
2. Stunting
3. Environmental issues
4. Mental health awareness

Grading Rubric:

Grading Indicators	Max Score
Time and work discipline, the breadth and comprehensiveness of the research topic	6
Correctly using the PFA method in the research project	6
Delivery method, presentation material, and research product: Creative, attractive and interactive	6
Answer/response to questions	6
Individual in-group contribution	6
TOTAL	**30**

0: inadequate achievement
1: marginal achievement
2: adequate achievement
3: good achievement
4: high achievement
5: excellent achievement
6: outstanding achievement

b. Mid-term Exam (worth 25%)
This quiz supports the achievement of course objectives #1 and #2
Mid-term exam takes the form of an in-class exam, 25 questions. Each right answer worth 1 point.

e. Final Exam (worth 25%)
This exam supports the achievement of course objectives #1 and #2
Final exam takes the form of an in-class exam, 25 questions. Each right answer worth 1 point.

2. Class Participations (worth 20%)
Students are expected to attend class, having required assignments prior to class time, and to actively contribute to the discussion with thoughtful responses, reflections, and questions about the readings.
To help create meaningful class discussions, students are encouraged to review the suggested course readings attached to this course outline.
My criteria assessing full 20% class participation include the following behaviors and characteristics:
- Regular class attendance (75%)

- Attentive, focused involvement in class discussion (as expressed verbally and non-verbally)
- Contributing thoughtful, reflective comments, questions, or observations about the theories discussed in class
- Listening to others with respect
- Asking questions for clarification
- Allowing yourself to be open-minded, curious, to make mistakes, and to recognize that there will be times when you simply won't be able to make sense of the material we cover. Please ask questions! Please come see me!

Grading:
- 20 Points = 100% attendance, consistent active participation, asks questions, provides insights, raises issues
- 15 - 19 Points = 90% attendance, frequent active participation, asks questions
- 11 – 14 Points = 80% attendance, infrequent active participation, answers questions when asked
- 1 – 10 Points Point = 75% attendance, passive participation, answers questions when asked
- 0 Points = Less than 75% attendance, no participation.

Course Policies
- Excused absences are described in Undergraduate Student Manual/Attendance Policy. Students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course Three or more absences (excused or unexcused) will necessitate a special advisement meeting with the course instructor and possibly the primary advise or to discuss the student's continuation in the course.
- Late papers will result in a two-point deduction from the paper grade itself for each day late.
- In the event of a cancelled class, the instructor reserves the right to schedule a make-up class during exam week.

Academic Integrity
Academic integrity is an ethical policy of academia in which students joining this course is not exempted from. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students adhere to the non-plagiarism conduct. A breach of academic integrity can result in A FAILURE OF AN ENTIRE COURSE.

Attendance Policy
Attending to lectures demonstrates students learning commitments. As compliance to the Faculty Academic Regulation, students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course

Plagiarism Policy
Students should be fully aware that plagiarism is unethical behavior which breaches the academic integrity and therefore may cause serious sanctions, from an unsatisfactory grade to a failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating.
Below are the types of plagiarism, students should be aware of:
1. **Copying**: using the identical or very similar words to the original text or idea without acknowledging the source. Although most of the time, this action is subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.
2. **Inappropriate paraphrasing**: changing a few words and phrases while still retaining the original structure and content without giving credits to the original sources.
3. **Collusion**: denying the contribution of others and claiming the work as a person's individual work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, taking full responsibility of another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit: http://www.plagiarism.org/

Changes to Syllabus:
As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you in writing.

Appropriate Use of Electronic Devices in the Classroom
The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking or any other purpose is disruptive to the other students and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly during class. The use of laptop computers and tablets during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, Instagram, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy. Students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be turned off completely and properly stored away.

Grading System: The table below shows grade totals and corresponding letter grades for the course. Course grade totals ending in .95 or higher are rounded up to the next whole number.

A+	98-100
A	92-97
A-	89-91

A/B	86-88
B+	80-85
B	77-79
B-	74-76
B/C	70-73
C+	67-69
C	64-66
C-	60-63
C/D	57-59
D+	54-56
D	50-53
E (T)	< 50

Course Calendar

Week	Day & Date	Topics	Readings	Learning & Teaching Methods	Assessment
1		Introduction, Presentation of the syllabus/course outline Intro to Community Development: Social change, development, empowerment, sustainability, SDGs		Lecture, Discussion Groups formation for group project PAR (4-5 groups)	-
2		Community Psychology & Community Development: - Definition of community vs group - Definition of community development & economic development - Level of interventions	Duffy (2003), Phillips (2014)	Lecture, Discussion, Video In-class assignment: Mind-mapping: 1. Definition of community and group 2. Definition of CD and EC 3. Level of interventions (home work: watch video for next week discussion)	-
3		Research methodology: • Participatory Action Research	Ivankova (2014)	Lecture, Discussion Group project	

		• Need assessment • Readiness for change • Problem analysis • Asset mapping • Logical Framework Analysis (LFA)		explanation, Group discussion: determining topic and targeted community, research plan.	
4		Indigenous theory of community development: Gotong Royong – Ki Ageng Suryomentaraman theory	Duffy (2003), Phillips (2014)	Lecture, Discussion, Video	
5		• Theories of Community Development • Psychology of Giving (Helping behavior)	Duffy (2003), Phillips (2014)	Lecture, Discussion Group work: consolidation of group project	
6		• Community Visioning and planning • Establishing community based organization • Developing community leadership skills	Duffy (2003), Phillips (2014)	Lecture, Discussion, Video, Role Play	
7		• Marketing the community • Tourism based development • Entrepreneurship as a community development	Duffy (2003), Phillips (2014)	Lecture, Discussion, Case study	

		strategy			
		MID-TERM EXAM			
8		Field Trip to Local/National Non-Government Organization	Duffy (2003), Phillips (2014)	Field trip, Lecture, Discussion	
9		• Neighborhood & community planning • Workforce training	Duffy (2003), Phillips (2014)	Lecture, Discussion Case study	-
10		• Securing grants for community development projects • Measuring progress/program evaluation	Duffy (2003), Phillips (2014)	Lecture, Discussion In-class practice: Developing Proposal	-
11		Guest Lecture: "Community Development Program Cycle: Towards Sustainability"	-		
12		Group project presentation	-	Group presentation, Discussion	Group project evaluation
13		Group project presentation	-	Group presentation, Discussion	Group project evaluation
14		Group project presentation Class Wrap-up	-	Group presentation, Discussion, Wrap-up lecture, Reflection, Closure	Group project evaluation

				Announcement of the Innovative Grant winner	
Final Exam Break					
FINAL EXAM					