International Undergraduate Program
Faculty of Psychology
Universitas Gadjah Mada

COURSE OUTLINE
COMMUNITY PSYCHOEDUCATION

Course Code	:	PSY3220
Period	:	Odd Semester 2022/2023
Credit	:	2 SKS
Class	:	IUP
Course Instructor(s)	:	Indra Yohanes Kiling, M.A., Ph.D.
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Teaching Assistant	:	TBA
E-mail	:	TBA
Location and Time	:	Online
Duration	:	14 Weeks
Frequency of Meetings	:	Weekly
Language of Instruction	:	English

Course Description
The Community Psychoeducation course has the objective of creating an understanding of principles in community psychoeducation. In this course, students are guided to conduct assessment through interviews, observations, survey and other contemporary tools to understand group and community problems, and apply principles of psychoeducation and community empowerment in prevention or intervention programs in the community.

Students will acquire a solid foundation which include theories at intrapersonal, interpersonal, and community level of health education, and also practical skills and knowledge that can guide them to develop a participative and empowering program for the community.

This course is intended to leverage the knowledge about health and well-being which help students improve their understanding the connection between social-psychological-cultural factors and mental health.

Course Objectives/Learning Outcomes
At the end of the course, students should be able to:
1. Explain, discuss and summarize the definition, objective, principles and various concepts of community psychoeducation
2. Illustrate the implementation of various approaches to community psychoeducation in cases or problems that occur in certain communities

3. Able to differentiate the advantage and disadvantage of various approaches to community psychoeducation and conduct a fitting/relevant analysis for a certain case
4. Able to conduct a critical evaluation of recent research and complete a project related to the implementation of various approach in community psychoeducation
5. Able to design, conduct participatory appraisal and psychoeducation program in a certain community
6. Able to complete a proposal and final report with correct citation and referencing using APA style

Required Readings
Main:
1. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health Behavior and Health Education: Theory, Research and Practice.* John Wiley & Sons.
2. Bordbar, M. R. F. , & Faridhosseini, F. (2012). Psychoeducation for Bipolar Mood Disorder. In (Ed.), Clinical, Research and Treatment Approaches to Affective Disorders. IntechOpen. https://doi.org/10.5772/31698

Methods of Instruction:
Lectures   : 35%
Discussion   : 30%
Facilitations   : 15%
Group work/independent study   : 10%

Course Assessment
The final grade of the course will be compiled proportionally from the components below:
1. Examination (90%)
    a. Mid-term exam
    b. Final exam
    c. Assignments
2. Class Participants (10%)
Total: 100%

Course Requirements/Methods of Evaluation:
1. Examination (90%)
a. Mid-term exam (15%)
Mid-term exam takes the form of an in-class exam, and will cover the topic of week 1 – week 7.

b. Final exam (20%)
Final exam takes the form of an in-class exam, and will cover the topic of week 8 – week 14.
c. Group facilitation (10%)
Facilitation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	**10**

d. Psychoeducation Design (20%)
   Psychoeducation grading indicators

Grading Indicators	Max Score
Understanding background of the problem (issues, state of the art)	2
Constructing critical understanding of the case	2
Originality (copy-paste is not allowed)	2
Targeting the right problem	2
Comprehensiveness of the psychoeducation	2
TOTAL	**10**

e. Final report (15%)
   Paper Grading Indicator

Grading Indicators	Max Score
Reference and in-text citation	2
Background problem	3
Analysis (easy to understand, clear and concise)	4
On-time Submission	1
TOTAL	**10**

f. Final presentation of psychoeducation implementation (10%)
   Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	**10**

*) Same score apply to all group members. Exception: if one member shows minimum effort and engagement in the group, then her/his score will be deducted 20 points.

2. Class Participations (10%)
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. Criteria assessing 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:
- 10 Points = 100% attendance, consistent active participation, asks questions, provides insights, raises issues
- 7 - 9 Points = 90% attendance, frequent active participation, asks questions
- 4 – 6 Points = 80% attendance, infrequent active participation, answers questions when asked
- 1 – 3 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:

Meeting	Day & Date	Topics	Learning & Teaching Methods	Assessment
1		- Definition (community health prevention & promotion, psychoeducation - The concept of ecological perspective	Lecture, Discussion	-
2		- Community empowerment principles - Community empowerment elements	Pre-class reading, Group facilitation (video) Visit to a local NGO that runs program with community psychoeducation elements.	Group facilitation
3		- Theory of reasoned action - Theory of planned behavior - Integrated belief model	Pre-class reading, Group facilitation, Lecture, Discussion,	Group facilitation
4		- Transtheoretical model - Stages of Change	Pre-class reading, Group facilitation, Lecture, Discussion,	Group facilitation
5		- Social cognitive theory - Social networks and social support	Pre-class reading, Group facilitation, Lecture, Discussion,	Group facilitation
6		- Diffusion of innovations - Social ecological model	Pre-class reading, Group facilitation, Lecture, Discussion,	Group facilitation
7		- Community facilitation skills	Pre-class reading, Group facilitation,	Group facilitation

			Guest lecture from a seasoned practitioner	
MID TERM EXAM				
8		- Participatory appraisal - Participatory tools	Pre-class reading, Group facilitation, Lecture, Discussion,	Group facilitation
9		- Best practices of community psychoeducation	Pre-class reading, Group facilitation, Guest lecture from a seasoned practitioner from Eastern Indonesia	Group facilitation
10		- Designing community psychoeducation	Lecture, activity of drafting psychoeducation	-
11		- Student's draft of community psychoeducation - Implementation plan	Feedback on student's draft by lecturer and peers	Psychoeducation design
12		- Execution of psychoeducation	Fieldwork	-
13		- Student's final presentation of psychoeducation implementation	Presentation of the first four groups	Final presentation
14		- Student's final presentation of psychoeducation implementation	Presentation of the second four groups	Final presentation
Final Exam Break				
FINAL EXAM and Submission of Final Report				