Description: Community Consultation

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>PSY</td>
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<td>14537</td>
<td>2, 2002</td>
<td>ONC</td>
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Academic Group: FOSCI
Academic Org: FOS005
HECS Band: 1
ASCED Code: 090701

STAFFING
Examiner: Murray Thompson
Moderator: Grace Pretty

RATIONALE
As psychologists' roles expand into areas of consultation with community agencies and services, competencies in maximising community participation in systems levels of analysis and intervention are required. These skills enable psychologists to contribute to multi-disciplinary efforts for the prevention and rehabilitation of many types of illnesses, and to address related community social issues. Thus, there is a need to consider the principles of action research as conceptual cornerstones to the consultative process.

SYNOPSIS
This course presents the theoretical and empirical foundations of community consultation. It explores the role of community processes in enhancement of the well-being of individuals and groups within the community. Methods of maximising the involvement of community members in implementation of programs to enhance/maintain their own well-being are the major focus. Critical analyses of participatory approaches to community development and social change are discussed in relation to maximisation of accessibility and flexibility of health care systems. Students are introduced to applied psychology in relation to the value of community consultation to primary, secondary and tertiary health programs. Participants are challenged to develop and examine strategies of applied psychological practice and research within a participatory framework. Students' design required to consider action research methods.
OBJECTIVES

On successful completion of this course students will be able to:

- demonstrate competencies from among those identified in the APS Competencies for Psychologists (1996) and the Competencies established by the APS Colleges of Community Psychologist and Health Psychology;
- exhibit knowledge from psychology and related disciplines regarding theories, research findings, and participatory methodologies relevant to the practice of community consultation and intervention. Application of that knowledge to health issues and related social problems from a community perspective will be emphasised;
- identify, critically analyse, and manage problems in health and social service areas by applying participatory action research and self-regulatory principles to primary, secondary and tertiary programs;
- contribute to the community consultation literature through design of appropriate research methodologies involving action research;
- enhance appreciation of the range of participatory approaches to delivery of services to communities and organisations which include: facilitating supportive social support networks and dissemination of information within and between community members; planning and implementing strategies to enhance empowerment of citizen/consumer in provision of community programs; understanding and working effectively and ethically within the power dynamics characteristic of professional relationships; planning community development strategies; understanding the roles of social sciences in the development, implementation, and outcome analysis of social and health policies and programs;
- demonstrate a working knowledge of professional, legal, and ethical aspects of practice and research including multicultural and other issues reflecting the diversity of the community;
- display the communication skills necessary to interact within community- based delivery systems notably: the organisation and facilitation of constituents' participation; the facilitation of empowerment of community members in problem definition and resolution; training and monitoring program staff; community agency networking; grant/report writing and presentation;
- establish and maintain effective relations with clients and other professional groups within the community through effective use of interdisciplinary consultation, citizen/consumer advocacy, conflict identification and resolution, and maintenance of a reflective-generative practice.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. (Local) History of and Issues in Community Intervention the 'crisis' in delivery of Australian public health services - primary, secondary, and tertiary emphases in health programs - National Health Priorities - deinstitutionalization and the development and revision of the National Mental Health Strategy - philosophic and value underpinnings of participatory action research strategies of program development</td>
<td>10.00</td>
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2. Conceptual and empirical analysis of participatory action research to community intervention $20.00$

3. Theory and research related to promotion of self-regulation $10.00$

4. The centrality of principles of self-regulation to management of chronic illness and promotion of health $10.00$

5. Conceptual and empirical analyses of application of social problem solving to community intervention $20.00$

6. Exemplars of participatory community intervention I $20.00$


**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

*American Journal of Community Psychology,*

*Journal of Community Psychology,*

Weekly readings and relevant web-sites TBA.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Project Work</td>
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<td>Seminars</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>QUAL OF CONTRIB TO DISCUSS GRP</td>
<td>20.00</td>
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<td>22 Jul 2002</td>
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<tr>
<td>COMMUNITY CONSULTATION PROPOSAL</td>
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**NOTES:**

1. Refer to the Examiner for information about these due dates.

**OTHER REQUIREMENTS**

1. It is the students' responsibility to participate actively in all classes and electronic discussion groups organised for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Each student will be expected to contribute to class discussion/discussion group with an overview of pertinent papers, texts, or web sites relevant to the course. It is expected that student will during the course of the course regularly discuss with other students and staff their community assignment.

3. The community consultation proposal requires you to identify a community health issue in your community, and describe and discuss, in 3000 words approximately: a brief history of the chosen community health issue and the steps needed to establish a consultative relationship with a community (organisational group), the
indicators of the extent and effectiveness of participants’ involvement; how a participatory action and a social problem solving research framework could best be applied to that issue, and identifying critical phases of implementation of the community program and the specific processes (of participatory action/social problem solving) likely to be part of the differing phases.

4 To complete each of the assessment items satisfactorily students must obtain at least half of the marks available for each item. Students making less than 10 contributions to the Discussion Group will receive zero marks for this assessment item.

5 To be awarded a passing grade, students must satisfactorily complete each assessment item.

6 Final grades will be determined by combining the marks obtained in each assessment item according to the weightings in the Assessment Details section.