Description: Community Consultation

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<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>ONC</td>
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Academic group: FOSCI
Academic org: FOS005
Student contribution band: 1
ASCED code: 090701

STAFFING
Examiner: Murray Thompson
Moderator: Grace Pretty

RATIONALE
National health policies require demonstrable community participation in identification of needs and delivery options when addressing community health concerns. Consequently, as psychologists' roles in maximizing the health of members of the community expand into areas of consultation with community groups, competencies in maximizing participation of community members in improving their own health are required. Such competencies are required in relation to prevention and rehabilitation of many types of illnesses. Thus, there is a need to consider participative modes of group intervention as conceptual cornerstones to the consultative process. The course will, therefore, require experience in facilitating groups of volunteers from community organizations, within a participatory framework.

SYNOPSIS
This course encourages detailed consideration of the conceptual, value, and empirical foundations, as the well practice of consultation with community groups to achieve "wellness". Methods of, and experience in, implementation of programs to enhance/maintain the capacity of members of community groups to deal with health issues and so support "grass-roots" action in delivery of health services are major foci. Consideration of the merits of, and difficulties in, various strategies of maximizing participation will be fostered through design, implementation, and evaluation of specific programs to meet the needs of community groups. Students will be challenged to develop and evaluate strategies of applied psychological practice and research conducted within a participatory framework, with particular reference to models such as participatory action research and group problem solving.
OBJECTIVES

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

1. 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;
2. 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;
3. 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;
4. contribute to the community consultation literature through design of appropriate research methodologies involving action research;
5. appreciate 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;
6. 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;
7. 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;
8. 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

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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>(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</td>
<td>10.00</td>
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and value underpinnings of participatory action research strategies of program development

2. Conceptual and empirical analysis of participatory action research to community intervention
   
3. Theory and research related to promotion of self-regulation
   
4. The centrality of principles of self-regulation to management of chronic illness and promotion of health
   
5. Conceptual and empirical analyses of application of social problem solving to community intervention
   
6. Exemplars of participatory community intervention I
   

TEXT and MATERIALS required to be PURCHASED or ACCESSED:
ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

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.

Weekly readings and relevant web-sites To Be Advised.
1994, Talking better health: A resource for community action, Department of Human Services and Health, Canberra.
, , Journal of Community Psychology,
, , American Journal of Community Psychology,


**STUDENT WORKLOAD REQUIREMENTS:**

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

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<th>Wtg(%)</th>
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<td>20.00</td>
<td>19 Nov 2004</td>
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<tr>
<td>COMMUNITY CONSULTATION PROPOSAL</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   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 Requirements for students to complete each assessment item satisfactorily:
   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.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be awarded a passing grade, students must satisfactorily complete each assessment item.

5 Method used to combine assessment results to attain final grade:
   Final grades will be determined by combining the marks obtained in each assessment item according to the weightings in the Assessment Details section.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.
ASSESSMENT NOTES

9 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/project.

10 A community consultation proposal/project requires you to identify/implement 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.

11 The report should normally be submitted in typical journal article style (where student(s) implement and evaluate a specific program with a specific community group), an implementation (therapist and participants) manual, or as an (outline of) interactive web-site.