

Tutorial Letter 101/3/2019

Community Psychology: Building Foundations PYC2614

Semesters 1 and 2

Department of Psychology

This tutorial letter contains important information
about your module.

BARCODE

CONTENTS

	<i>Page</i>
1 INTRODUCTION	4
1.1 Tutorial matter.....	5
1.1.1 Inventory letter	5
1.1.2 Study Guide	6
2 PURPOSE AND OUTCOMES	6
2.1 Purpose	6
2.2 Outcomes	7
3 LECTURERS AND CONTACT DETAILS	8
3.1 Lecturers.....	8
PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.	9
3.2 Department.....	9
3.3 University	9
4 RESOURCES	10
4.1 Prescribed books	10
4.2 Recommended books	10
4.3 Electronic reserves (e-reserves)	11
4.4 Library services and resources information.....	12
5 STUDENT SUPPORT SERVICES	12
5.1 Contact with fellow students.....	13
5.2 myUnisa.....	13
5.3 Tutorial classes.....	14
5.4 Discussion classes.....	14
5.5 Repeat students.....	14
6 STUDY PLAN.....	14
7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING.....	18
8 ASSESSMENT	18
8.1 Assessment criteria.....	18
8.2 Assessment plan	19
8.3 Assignment numbers	19
8.3.1 General assignment numbers	19
8.3.2 Unique assignment numbers	20
8.5 Submission of assignments	20
PLEASE ALSO NOTE that there are NO further opportunities to gain examination admission.	20

8.6	The assignments	22
8.7	Other assessment methods	38
8.8	The examination	38
8.8.1	Examination admission and how it works in practice	38
8.8.2	Examination period	39
8.8.3	Examination scope and format.....	39
8.8.4	Marking Policy	39
9	FREQUENTLY ASKED QUESTIONS	39
10	IN CLOSING.....	39
11	ADDENDUM.....	40
	PYC2614 Module: Student Feedback for 2019	40

1 INTRODUCTION

Dear Student

Welcome to *Community Psychology: Building Foundations*. We trust that you will enjoy this module and learn many useful skills in the process of completing it. We will do our best to support you on this learning journey! You will be well on your way to success if you start studying early and resolve to do the assignments properly.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial Letter 101/2019 (the tutorial letter you are now looking at) contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

Please note that *Community Psychology: Building Foundations* is a semester module. A module runs over \pm four months (12-15 weeks). Please check if you are registered for **Semester 1** or for **Semester 2**. All the details regarding the assignments and examination for each semester are provided further on in this tutorial letter.

In this tutorial letter you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you access the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you should read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

Your **feedback** on this module, including what you liked about it and where you believe it could be improved, will be welcome. Please address your feedback to:

Dr. (Masefako) Gumani (module leader)

E-mail address: gumanma@unisa.ac.za

By now, you are no doubt eager to get started. We hope that you will enjoy studying Community Psychology and that it will become meaningful to you and applicable to your life.

We hope that you will enjoy this module and wish you all the best!

Kind regards,
THE PYC2614 TEACHING TEAM

1.1 Tutorial matter

For guidelines regarding general time management and planning skills, please see **Study @ Unisa** available at <http://www.unisa.ac.za>.

Some of the tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on *myUnisa*.

All tutorial letters are available on *myUnisa*. Regular access to the Internet and *myUnisa* is very important and will keep you informed of all you need to know about your studies. These ICT tools make it much easier to communicate with the University, with your lecturers, and with other students about their learning and challenges. Students must be registered on *myUnisa* to be able to submit assignments, to have access to the Library functions, download study material, “chat” to their lecturers or fellow students and participate in online discussion forums, and get access to all sorts of learning resources.

1.1.1 Inventory letter

At the time of registration, you will receive an inventory letter that will tell you what you have received in your study package and also show items that are still outstanding. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on *myUnisa*.

The Despatch Department should supply you with the following study material for this module:

- Study Guide
- Tutorial Letter 101 - General information and assignments

Please note that your lecturers cannot help you with missing study material.

You can also access study guides and tutorial letters for all modules on *myUnisa* at <http://my.unisa.ac.za>. All tutorial material is loaded onto this website as soon as it leaves the Department – it will therefore be available there long before you can possibly receive it by post. We suggest that you check the site on a regular basis.

Apart from the tutorial letter mentioned above, you will receive other tutorial letters during the semester. These will be despatched to you as soon as they are available or needed (for instance, tutorial letters for feedback on assignments).

If you need to enquire about study material that you did not receive, please consult the publication **Study @ Unisa**.

1.1.2 Study Guide

FOLLOW THE STUDY GUIDE CAREFULLY AND DO ALL THE LEARNING ACTIVITIES TO HELP YOU TO MASTER THE STUDY MATERIAL.

2 PURPOSE AND OUTCOMES

2.1 Purpose

The aim of this module is to:

1. Provide a relational, observatory and narrative approach to understanding communities.
2. Introduce the histories that shaped the emergence of community psychology globally and in South Africa.
3. Introduce the different principles and intervention models applied in community psychology and how these are informed by various theories and schools of community psychology.
4. Engage you to conceptualise community practices and dynamics as well as community psychological applications and interventions.
5. Engage you to appreciate the dynamic way in which community problems could be attended to through merging community strengths and community psychology interventions.

Formal assessments in this module will be in the forms of: i) multiple-choice questions (MCQ) and ii) short questions. The short questions will be arranged so as to form an essay that will encourage you to reflect on community occurrences and interventions as well as equip you with writing skills that will be required at third- and fourth-year levels. Therefore, the module encourages you to engage in the experiential and reflective learning activities in the Study Guide to: i) enhance your learning; and ii) provide you with an opportunity to challenge and reflect on community psychology textbook knowledge based on your personal and shared experiences in your community. Therefore, this module specifically emphasises five meta-outcomes:

1. Insight into knowledge about the concept of “community”, the nature of communities and the continuous development of the sub-discipline of community psychology.
2. Insight into the principles that inform community psychology and community psychology models that shape interventions in communities.
3. Insight into contemporary South African social issues, how communities are able to pull themselves together to achieve community wellbeing and resilience, and how the identified issues could be addressed through merging community voices with knowledge on community psychology models and interventions.
4. Insight into how you, as an individual, fit in your community, and the intervention roles that could be played by different people at different levels to make changes in a community.
5. Insight into being open-minded when dealing with community issues thus viewing and addressing the issues from different angles, specifically considering the different practices and dynamics that take place in communities.

We assume that each community has its own dynamic life, and this makes the study of communities a continuous process. By being open-minded about what a community is, we get to discover and understand different forms of communities. This way, we get to know what makes sense and what works for the people living within each community. Therefore, community psychology as a sub-discipline has been and continues to be developed to be more in touch with and relevant to each community.

Furthermore, the content of this module is designed to assist you with the following:

1. Provoke an understanding of the community psychology textbook as an expression of understandings that are shared and challenged through an on-going process of evolvment and becoming through learning, agreeing and disagreeing.
2. Expand the field of possibilities in learning and action.
3. Expose and invite you to a new way of learning and thinking about community.
4. Suggest that knowledge is shaped by personal reality and its infusion with the experiences of others in the spaces in which we live.
5. Encourage on-going reflection on personal-social experiences and contexts.
6. Share professional and community local understanding of and approaches to community interventions.

The module is organised around theoretical and experiential learning activities that invite you to adopt an active life-long learning mindset. The contexts in which you live, including those of your family and your community are utilised as co-learners and learning facilitators. We emphasise active engagement with others in your community and in neighbouring communities, exploring occurrences in the communities, and conceptualising possible interventions in those occurrences both from knowledge gained in community psychology texts and from personal experiential knowledge. This is done through learning activities in the Study Guide, which enable a deeper level of engagement, and to develop expressive competence through writing and other means of “voice”.

2.2 Outcomes

You are introduced to a relational, observatory and narrative approach to understanding communities so that you will be able to view and explain the concept of “community” and the sub-discipline of community psychology. This is done by encouraging you to engage and share community issues and interventions with your family, neighbours, friends and other community members. You are also encouraged to develop a sound grounding in community psychology, which you can use to build on as you study this sub-discipline further. Discussion forums with other students in the module and e-tutors can also be used for these purposes. The module is, therefore, designed to be relevant to your life and to empower you. Refer to the learning outcomes that are provided at the beginning of each Theme in the Study Guide.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Dr. M.A. (Masefako) Gumani (module leader) Tel. 012 429 8267 E-mail address: gumanma@unisa.ac.za Office no: Theo van Wijk Building 5-88
Prof. M.E. (Eduard) Fourie Tel. 012 429 8523 E-mail address: fourime@unisa.ac.za Office no: Theo van Wijk Building 5-72
Prof. M.J. (Martin) Terre Blanche E-mail address: terremj@unisa.ac.za Professor working from home
Mr. D.J. (Johan) Kruger Tel. 012 429 8044 E-mail address: krugedj@unisa.ac.za Office no: Theo van Wijk Building 5-42

Postgraduate assistant

Ms. K. (Kgothatso) Mokutu Tel. 012 429 8644 E-mail address: mokutksl@unisa.ac.za Office no: Theo van Wijk Building 5-83

Administrative assistant

Ms. P. (Tidie) Sekhaulela Tel: 012 429 8088 E-mail address: sekhapt@unisa.ac.za Office no: Theo van Wijk Building 5-98
--

You may contact your lecturers personally. They are there to help you with any **academic problems** that you may experience. Lecturers may be contacted telephonically, by e-mail, via *myUnisa*, by fax, via mail or personally when you visit the campus (see numbers and addresses above). **The preferred method for contacting us is via e-mail.** We like to meet our students, but it is essential that you make an appointment beforehand. Also note that lecturers are seldom available between 15 December and 15 January.

Office hours of lecturers

Lecturers are available between 08:00 and 16:00 for consultations. They may be contacted telephonically or (preferably) via e-mail for discussions and appointments.

Sometimes lecturers have to attend meetings, conferences, etcetera. Therefore, they may not be in their offices at all times. If you cannot get hold of a particular lecturer, please try e-mailing them, or phone the administrative assistant at this telephone number 012 429 8088 and she will put you in contact with one of the other lecturers.

All queries that are not of a purely administrative nature but are **about the content of this module** should be directed to us. Please have your study material with you when you contact us.

E-mail and telephone numbers are included above but you might also want to write to us. Letters should be sent to:

The Module leader (PYC2614)
 Department of Psychology
 PO Box 392
 UNISA
 0003

PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.

3.2 Department

Departmental telephone number: 012 429 6934

Departmental fax number: 012 429 3414

Departmental physical address: Theo van Wijk Building, 5th floor, Room 5-49.

When you send a fax, please remember to clearly indicate the module code and name of a specific lecturer. Please note that *no study material can be faxed to students*.

3.3 University

Contact addresses for the various departments are contained in **Study @ Unisa**, which you received with your tutorial matter. Please note that there are different ways to communicate with the University – by **telephone, e-mail, fax, ordinary mail**, and via **myUnisa**. *myUnisa* is an Internet facility offered free of charge to all registered Unisa students. With the aid of *myUnisa*, students will ultimately be able to perform all study-related functions on the Internet, which are now normally done by telephone, ordinary 'snail mail', or personal visits to the campus.

Please ensure that you contact the correct section or department for each enquiry as this will result in a speedy resolution of the enquiry.

The contact details are:

Fax number (RSA only):

012 429 4150

Fax number (international):

+27 12 429 4150

E-mail address:

study-info@unisa.ac.za

Other means of contacting the University are:

Physical address:	University of South Africa Preller Street Muckleneuk Pretoria City of Tshwane
Postal address:	University of South Africa PO Box 392 UNISA 0003
Telephone number	012 429 3111
Online address:	http://my.unisa.ac.za
Unisa website:	http://www.unisa.ac.za
Examinations:	exams@unisa.ac.za
Aegrotat and special examinations:	aegrotats@unisa.ac.za

Please write a **separate letter** to each department and mark each letter **clearly** for the **attention** of that department.

You may enclose more than one letter in an envelope when directing enquiries to different people **in the same department**.

Please do **not** enclose letters to lecturers with your assignments.

4 RESOURCES

4.1 Prescribed books

Note that there is **no prescribed book** for this module.

4.2 Recommended books

The Study Guide makes reference to **recommended readings**, which are provided in some sections of the Study Guide. Note that these texts should be used for background information. These will not be part of the examination but are very important for deepening your insight into the indicated sections of the module. You are also free to read any community psychology books that are available in the University library, which are relevant to the Themes in the Study Guide.

Books may be requested telephonically from the main library in Pretoria at telephone number (012) 429 3206 by supplying the **book numbers** and your **student number**.

In order to pass *Community Psychology: Building Foundations* and even to gain a distinction, you need only study the **prescribed texts** and the **Study Guide**.

You may find it useful to acquire an **EXPLANATORY ENGLISH DICTIONARY** as the language in the prescribed texts may be somewhat advanced!

4.3 Electronic reserves (e-reserves)

The **prescribed texts** for this module are in the form of e-reserves, comprised of book chapters, journal articles and a website article. This means that **you do not have to buy these texts**. They are available at the University library and can be accessed at the following website address: <http://libguides.unisa.ac.za/request/undergrad>. The list of the prescribed texts is as follows:

Book chapters

Stevens, G. (2013). The international emergence and development of community psychology. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 27-50). Claremont: Juta.

Stevens, G., Seedat, M. & van Niekerk, A. (2013). *Understanding and preventing violence*. In K. Ratele, N. Duncan, D. Hook, N. Mkhize, P. Kiguwa & A. Collins (Eds.), *Self, community and psychology* (pp. 13-1 – 13-19). Claremont: Juta.

Visser, M. (2012). Community Psychology. In M. Visser & A. Moleko (Eds.), *Community Psychology in South Africa* (pp. 55–69). Pretoria: Van Schaik Publishers.

Yen, J. (2013). A history of 'community' and community psychology in South Africa. In N. Duncan, B. Bowman, A. Naidoo, J. Pillay & V. Roos (Eds.), *Community Psychology: Analysis, context and action* (pp. 51-66). Claremont: Juta.

Journal articles

Ahmed, R., Seedat, M., van Niekerk, A. & Bulbulia, S. (2004). Discerning community resilience in disadvantaged communities in the context of violence and injury prevention. *South African Journal of Psychology*, 34(3), 386-408.

Boxer, P., Rowell, H. L., Dubow, E. F., Landau, S. F., Gvirsaman, S. D., Shikaki, K. & Ginges, J. (2013). Exposure to violence across the social ecosystem and the development of aggression: A test of ecological theory in the Israeli-Palestinian conflict. *Child Development*, 84(1), 163-177.

Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F. & Pfefferbaum, R. L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategies for disaster readiness. *American Journal of Community Psychology*, 41, 127-150.

Seedat, M., & Lazarus, S. (2011). Community psychology in South Africa: Origins, developments, and manifestations. *Journal of Community Psychology*, 39 (3), 241-257.

Website article

Butchart A, Phinney A, Check P, & Villaveces A. (2004). *Preventing violence: A guide to implementing the recommendations of the World report on violence and health*. Department of Injuries and Violence Prevention. Geneva: World Health Organization.

Do not be alarmed by the long list of the prescribed texts above. You will only be required to study specific chapters in the books and pages in the journals and website article. The specific pages are indicated in the Study Guide in each Theme. You will also have a choice of studying either Theme 3 or Theme 4, and even in Theme 3, you will have a choice of studying a particular section. This will reduce the number of prescribed texts that you have to study. **Read instructions in the Study Guide carefully** on the Themes and sections to choose from and the prescribed texts page numbers that you have to study. The website article above will not be available as an e-reserve but a website link to the article has been provided in Theme 3 of the Study Guide. Read instructions in Theme 3 on how to access the article.

The prescribed texts bring together both local and global community psychology perspectives and interventions. Therefore, it is important to study all the prescribed texts as directed in the Study Guide. The texts may also be useful when you study the third- and fourth-year community psychology modules, which are **Community Psychology: Working for Change (PYC3716)** and **Community Psychology: Ecologies of Knowledge (PYC4814)** respectively.

FOLLOW THE STUDY GUIDE CAREFULLY AND DO ALL THE LEARNING ACTIVITIES TO HELP YOU TO MASTER THE STUDY MATERIAL. THE STUDY GUIDE ALSO INDICATES CLEARLY THE PARTS OF THE PRESCRIBED TEXTS THAT SHOULD BE STUDIED FOR THE EXAMINATION.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (such as student counselling, tutorial classes, language support, peer help programmes) please consult the publication **Study @ Unisa** that you received with your study material.

In addition, information regarding the following resources can be obtained from **Study @ Unisa**:

- Regional Centres
- Study Skills
- UNISA Learning Centres
- Peer help programme

5.1 Contact with fellow students

Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from **Study @ Unisa**.

5.2 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

Please consult the publication **Study @ Unisa** which you received with your study material for more information on *myUnisa*.

To make use of *myUnisa*, you will need a **computer** with a **modem** and an **Internet connection**, as well as a **browser** such as Chrome, Firefox or Internet Explorer.

The following functions are available on *myUnisa*:

1. You can contact your lecturers via e-mail
2. You can join a discussion forum (e.g. to discuss your module with other students doing the same module)
3. You can order books from the library, and search for books on the library database
4. You can download study material placed on *myUnisa*
5. You can check whether your assignments have been received and marked
6. You can submit assignments via *myUnisa*
7. You can look up your assignment or exam marks as soon as they are released

How to register on *myUnisa*:

1. Using your browser, go to the Unisa web page, which is located at the Internet address: <http://www.unisa.ac.za>.
2. On this web page, select the option "*myUnisa*". If you are a first time user, you must now click on the option "Register as *myUnisa* user" which will enable you to register online (this does not cost anything). Type in your name, student number and a password (the password must be at least 6 characters long).

Assignments 1 for the first and second semesters in this module are in multiple-choice format while assignments 2 combine the paragraph and essay formats. The **multiple-choice answers for assignment 1** for both semesters must be indicated on **mark-reading sheets** and submitted either by post or electronically via *myUnisa*.

Please note that you are not allowed to submit assignments by fax or e-mail.

How to submit assignments via *myUnisa*:

For detailed information and requirements as far as assignments are concerned, see **Study @ Unisa**, which you received with your tutorial matter.

1. To submit an assignment via **myUnisa**: Go to *myUnisa*
2. Log in with your student number and password
3. Select the module from the orange bar
4. Click on assignments in the left menu
5. Click on the assignment number you want to submit
6. Follow the instructions

Administrative enquiries regarding assignments and study material:

1. If you have any administrative enquiries in connection with **assignments**, you should contact the **Assignment section** via an e-mail at assign@unisa.ac.za or obtain this information via the *myUnisa* system.
2. If you have any enquiries regarding **study material**, please contact the Department of Despatch via an e-mail at despatch@unisa.ac.za.

5.3 Tutorial classes

Please contact our Regional Centres for more information on tutorial classes.

5.4 Discussion classes

You will be informed via tutorial letters if there will be discussion classes for this module.

5.5 Repeat students

It is expected from a repeating student to **submit all assignments again**. Students will not obtain examination admission without the submission of assignments.

6 STUDY PLAN

Use your **Study @ Unisa** brochure for general time management and planning skills.

The Study Guide

The Study Guide provided in this module is a fully developed guide that i) provides you with detailed information to build up your knowledge on the Themes covered in this module and ii) helps you to work through the prescribed texts provided in the form of e-reserves.

The module adopts a relational, observatory and narrative approach through which you will have an understanding of current contextual issues in your community and how these can be attended to through community psychology interventions. By the end of this module, you should be able to conceptualise community psychological applications and interventions. Therefore, this tutorial letter and the Study Guide will direct you on how to approach the learning and the prescribed texts, and apply your mind to how you may use these to your benefit.

In the Study Guide we make a definite distinction between the **texts that you have to read** (recommended readings) and those **texts that you have to study** (prescribed texts). See Section 4 of the Study Guide, which makes reference to icons that have been used in the Study Guide.

- **Studying**

Note that **ALL** the sections in the Study Guide have to be studied as they form the basis of assignments and examinations. To be able to do the learning activities and assignments for this module, to achieve the learning outcomes and to be successful in the examination, you will need a deep understanding of the content of all the sections in the Study Guide and the prescribed texts. Remember to take note of the sections where you have to make choices. In order to deeply understand the learning material, you must, firstly, accept responsibility for your own studies. Secondly, learning is not the same as memorising. You will be expected to show that you understand and can apply the information, not just remember it.

- **Reading**

In some sections of the Study Guide, you will be referred to recommended readings. This will give you some context of what those sections are about and enhance your understanding. Those readings will not form part of the examination.

You will need to spend at least 120 hours on this module. This includes approximately 40 hours of reading and studying of the learning material, 40 hours of doing the learning activities and assignments, and 40 hours of preparation for the examination. We encourage you to follow this allocation of time in order to complete the work in this module on time.

You may wish to read more widely than just the Study Guide and the prescribed texts. When you read information in the prescribed texts or in other sources you should not simply accept it without question. You should question the ideas and information that you come across.

To test your understanding of the ideas that you learn about in this module, you should try to apply them to real situations.

7.2 Importance of completing learning activities, assignments and self-assessment questions

7.2.1 Learning activities

You will come across various types of learning activities in the Study Guide:

- reflecting on work covered
- completing assessment questions, which will not be submitted for assessment by the lecturers but which you should use to do the self-evaluation of your extent of understanding of the work covered in each section of the Study Guide

We consider your completion of the learning activities in the Study Guide and the assignments as crucial to your successful completion of this module. The learning activities in the Study Guide will help with enhancing your understanding, applying the theory learned to real life situations and being prepared for assignments and the examination.

7.2.2 Assignments

Assignments for this module are provided in this tutorial letter that you are reading (Tutorial Letter 101). The completion of assignments is crucial to helping you achieve the learning outcomes. By completing the assignments, you will get a feel for the type of questions you can expect in the examination and obtain first-hand feedback from the teaching team. The assignment questions also give you the opportunity to apply the theory to a case study or a practical situation related to your own community. With each assignment, you will be informed of the purpose of the assignment and which module outcomes will be assessed by the assignment. We will also supply the criteria for assessment so that you can answer assignment questions as expected by the teaching team.

Details of the assignments with their associated assessment criteria and the format and requirements of the examination are provided in this tutorial letter.

Note that the nature of assignments 2 in both semesters (paragraph and essay answers) require that you be acquainted with the issue of **plagiarism**. In short, this refers to using other people's words or thoughts as your own or copying their work without acknowledging the authors. We would like to prepare you for academic writing at higher levels of your studies, specifically in the other community psychology modules, **Community Psychology: Working for Change (PYC3716)** and **Community Psychology: Ecologies of Knowledge (PYC4814)**, if you will continue studying the sub-discipline in the department. At this stage, we would like you to master the following basic rules of referencing, which we would like to see in your paragraph and essay answers as you will be assessed on this as well. Use the American Psychological Association's (APA) 6th edition guidelines below to: i) cite the sources used in the text of your assignment 2, and ii) provide a reference list of all the sources at the end of your assignment. The guidelines are as follows:

In-text referencing:

Citing an idea by an author at the end of a sentence: The social action model is a strategy that aims at mobilising people against structures and procedures that hinder wellbeing (Visser, 2012).

Citing an idea by an author(s) at the beginning of a sentence: Lee and Kim (2014) indicate that three most important questions should be asked when making reference to a community's wellbeing.

Citing an idea by two or more authors: It thus creates room for community empowerment and collaboration among different sectors within a community to prevent violence (Krug, Mercy, Dahlberg, & Zwi, 2002; Stevens, Seedat, & van Niekerk, 2013).

Providing a direct quote by an author: It is recommended that one way of doing this is "by supporting parents; offering counselling to those affected by violence; and ensuring that basic services are delivered" (Eloff, 2017 p. 143).

Reference list:

This should be the last page of the assignment and should be labeled **References**. The sources used should be listed in **alphabetical order**.

Work by one author: Eloff, T. (2017). *Turning point: South Africa at a crossroads*. Cape Town: Creda Communications.

Work by two or more authors: Nelson, G. B., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being*. New York: Palgrave Macmillan.

A chapter in a book: Lee, S. J., & Kim, Y. (2014). Searching for the meaning of community well-being. In S. J. Lee, Y. Kim, & R. Phillips (Eds.), *Community well-being and community development: Conceptions and applications* (pp. 9-23). Berlin: Springer.

A journal article: Burr, L., & Jensen, S. (2004). Introduction: Vigilantism and the policing of everyday life in South Africa. *African Studies*, 63(2), 139-152.

7.2.3 Assessment questions

At the end of each section in the Study Guide, you will find a list of possible assessment questions, referred to as learning activities, which are based on the work done in that section. We advise you to work through these questions diligently since they provide extremely useful opportunities to prepare yourself for possible examination questions. It is our belief that you should not have any surprises in the examination. Consequently, it is in your own interest to work through these assessment questions. Self-assessment plays a very important role in the mastery of learning outcomes and you should therefore complete these self-assessment activities in the Study Guide.

You will find most of the answers to these questions in the learning material covered in the Study Guide and prescribed texts. Also note that the questions may require you to reflect on what you know or have observed in your own or neighbouring communities.

7.2.4 Assessment of the module

You will be assessed during the semester on your assignments and in the examination at the end of the semester against transparent assessment criteria that link directly to the outcomes of the module.

The compulsory assignment mark(s) will count with your final examination marks towards your total mark.

Further details of the assessment and examination requirements of this module are provided later on in this Tutorial Letter 101.

The Syllabus

We follow a theoretical and experiential approach to learning in this module, which is rooted in students' life-world. You have to study all the Themes in the Study Guide and the related prescribed texts. Take note of the choices that have been given in Themes 3 and 4.

Our approach in the module is that significant learning happens when you start by **inventing your own ways of understanding** community psychology, and then **compare your understandings to what other people say** and to **academic writing**.

The Study Guide, therefore, requires you to **make several observations in your own or neighbouring communities and engage in discussions with others**, in order to make sense of community psychology. We encourage you to be actively involved in the activities that require such engagements and learn from others as much as possible.

The Importance of Getting Started Quickly

Even though the learning activities in the Study Guide will not be submitted for assessment by your lecturers, we strongly advise you to get started immediately as the activities in the Study Guide involve a lot of time-consuming practical experience and a good amount of reading that will prepare you for your assignments.

It is important that **you should study your Study Guide systematically. Start with Theme 1 and do the learning activities in this theme then proceed to the next theme.** Also access the prescribed texts at the point when it is indicated in each theme and study the texts in relation to each section in the Study Guide.

Study Timetable

We advise you to draw up a study timetable as soon as possible. It should make provision for all the modules that you have registered for, and also for unforeseen circumstances such as illness and work pressure, to enable you to work through the complete syllabus in good time, to complete and submit your assignments **before** the closing dates, to study the tutorial letters containing feedback on the assignments, and to study the complete syllabus for the examination thoroughly.

What previous students thought of this module

This is still a fairly new module, which was offered for the first time in semester 1 of 2018. Therefore, you are the second group to use the learning material in the Study Guide. Based on this, we would appreciate your feedback on the module so that we know how it has helped you to have a grounding in the sub-discipline of community psychology, and how we can improve it for prospective students in the future. See the module evaluation form at the end of this Tutorial Letter 101.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.

8 ASSESSMENT

8.1 Assessment criteria

Students should be able to identify and reflect on:

- i. The concept of “community”.
- ii. The histories and schools of community psychology based on the pre-colonial, colonial, post-colonial, and de-colonial contexts.
- iii. The principles and intervention models of community psychology in different community contexts.

- iv. Community practices and dynamics in relation to community resources, wellbeing and resilience.
- v. Community psychological applications and interventions in different community contexts in relation to issues of violence and crime prevention as well as working towards safety and security.

8.2 Assessment plan

There are two assignments for *Community Psychology: Building Foundations*. You will find these assignments under the heading **Assignment 01** and **Assignment 02** in this tutorial letter.

In this module, the year mark counts 20% and the examination 80% of the final mark. **Each assignment counts 10% of the final mark.** Therefore, it is in your own interest to submit both assignments in order to get a good year mark. Regarding examination admission, you have to **submit at least one (any one) assignment on time in order to qualify for the examination.** Please note that you should obtain a sub-minimum of 40% in the examination to obtain a final pass mark.

You will find that **Assignment 01** covers Themes 1 and 2 and you will have to study the prescribed texts indicated in these themes to complete it!

Assignment 02 covers Themes 1, 2, 3, 4 and 5, and also draws on various prescribed texts indicated in those themes.

The purpose of the assignments is to help you to work through the syllabus and prepare for the examination. Please submit your assignments well before their closing dates. **Assignment 1**, which is based on multiple-choice questions, must be done on mark-reading sheets and submitted either by post or electronically via *myUnisa*. These mark-reading sheets are marked by computer on a particular day shortly after the closing dates. The computer time is pre-booked, and cannot be changed. Therefore, **late assignments cannot be marked.**

Make sure that you indicate the **unique assignment number** on your mark-reading sheet before submitting your assignment. The computer identifies all assignments by the unique number. Also, do not forget to fill in your student number on your mark-reading sheet. For detailed information and requirements about assignments, as well as instructions for the use of mark-reading sheets, consult **Study @ Unisa**. You may submit your assignments via *myUnisa*.

Even though **assignment 2** will be marked in the department, lecturers also work according to a prearranged academic plan for each module. Therefore, **late assignments will not be accepted** as this will disrupt the academic plan of the lecturers.

Assignments may NOT be submitted by fax or e-mail to the lecturer.

8.3 Assignment numbers

8.3.1 General assignment numbers

Please note that there are two assignments. Determine what dates apply to the semester that you are registered for. Assignments are numbered consecutively per module, starting from 01.

8.3.2 Unique assignment numbers

SEMESTER 1		SEMESTER 2	
Assignment number	Unique number	Assignment number	Unique number
01	835727	01	537556
02	763575	02	659766

8.4 Assignment due dates

ASSIGNMENT NUMBER	DUE DATE: SEMESTER 1	DUE DATE: SEMESTER 2
Assignment 01	4 March 2019	12 August 2019
Assignment 02	8 April 2019	9 September 2019

8.5 Submission of assignments

Assignments and learning

Assignments are seen as part of the learning material for this module. As you do the assignments, study the prescribed texts as indicated in each theme, consult other resources, discuss the work with fellow students or e-tutors or do research, you are actively engaged in learning. Looking at the content for each assignment will help you to understand what is required of you more clearly.

For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

Please note: Although students may work together when preparing assignments, each student must do and submit his or her own individual assignment.

We recommend that you submit your assignments TWO WEEKS prior to the submission date.

Your assignment must reach us by the dates indicated in the table above and **NO FURTHER EXTENSIONS** are granted.

PLEASE ALSO NOTE that there are NO further opportunities to gain examination admission.

General guidelines

1. Always keep a copy of your assignment answers, in case your assignment does not reach the University. Please submit the **original** copy.
2. Please remember to use the **correct assignment** and **unique number** for the semester you are registered (EITHER Semester 1 OR Semester 2) as it appears above.
3. The multiple-choice **assignment 1** involves the use of a MARK-READING SHEET and you should read the section “INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS” in **Study @ Unisa**.
4. Take note of the following important information:
 - Use only an **HB pencil** and mark your answers **clearly** and **distinctly**.
 - Mark as follows [-]
 - If you mark a block incorrectly, make sure that the mark is erased properly.
 - Do not staple your mark-reading sheet to any document.
5. You may submit your multiple-choice assignments through *myUnisa* instead of using a mark reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments in **Study @ Unisa**.

One of the great advantages that *myUnisa* offers is that your assignment is immediately delivered to the Assignment Section at Unisa so that you do not have to agonise as to whether your assignment has arrived safely, and you also no longer have to worry about postal delays.

The submission of assignments by fax or e-mail is not allowed.

Extension of time for submitting the assignment

As the time schedule for semester modules is very tight, **NO further** extension can be granted for handing in assignments.

General remarks

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be addressed to the Assignment Section via an e-mail to assign@unisa.ac.za. You can also find information on *myUnisa*.

Assignments should be addressed to:

The Registrar
PO Box 392
UNISA
0003

Commentaries and feedback on assignments

You will receive two kinds of feedback on the multiple-choice questions for assignment 1:

1. A computer printout showing your own answers, the correct answers, and the mark you obtained.
2. A tutorial letter with feedback on each question.

For assignment 2:

1. Personal feedback from the marker of your assignment on your assignment script.
2. A tutorial letter with feedback on each question.

Commentaries on assignments **will be sent to all students registered for this module** in a follow-up tutorial letter, and not only to those students who submitted the assignments.

As soon as you have received the commentaries, please check your answers. The assignments and the commentaries on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

8.6 The assignments

Assignment 1 consists of 15 multiple-choice questions.

As you will be using a MARK-READING SHEET, you should read the section INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS in **Study @ Unisa**. Use only an **HB pencil** and mark your answers **clearly** and **distinctly**.

You may submit your multiple-choice assignment through the Internet by using *myUnisa* instead of using a mark reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments.

Assignment 2 consists of paragraph questions, which should be used to compile an essay. Read the instructions on how to compile and submit this assignment under Semesters 1 and 2, assignment 2 below.

SEMESTER 1
ASSIGNMENT 01

SEMESTER 1:

Closing date: **4 March 2019** (this is the final due date for the assignment and **no extension can be granted**)

Unique assignment number: **835727**

It is possible to complete and successfully pass Assignment 01 *only* if you study the **Study Guide: Themes 1 and 2** and the **prescribed texts**.

QUESTIONS FOR SEMESTER 1, ASSIGNMENT 01

Question 1

The aim of the module "Community Psychology: Building Foundations" (PYC2614) is **NOT** to ...

- (1) open you up to a deeper understanding of human interdependencies on one another and on nature.
- (2) fully train you as a professional that can formally perform and implement community interventions.
- (3) discover more about yourself and your history in the rich and often challenging context of communities.
- (4) provide ways and means of understanding the current contextual issues in our communities.
- (5) provide an understanding of community psychological applications, initiatives and interventions.

Question 2

Mainstream, modern and Western psychology is based on a view that ...

- (1) the wellbeing and progress of groups and communities are put above that of individual people.
- (2) understands individuals' particular identities in terms of sex, race, culture, unique values and personal meanings.
- (3) science is value-laden and should acknowledge social and political undertones.
- (4) people are the best experts on their own lives and on their local communities.
- (5) objective knowledge can be created without considering the role of the observer or researcher in the process of research.

Question 3

In the bio-medical model it is **NOT** true that ...

- (1) the focus is on the individual as the unit of analysis.
- (2) the universe is seen as organic and ecological, and little or no distinction is made between nature and culture.
- (3) biological factors (particularly the brain) influence and affect human behaviour.
- (4) treating the biological cause, usually by pharmacological treatment, will produce the desired effects.
- (5) psychological challenges are viewed as brain diseases.

Question 4

A critical approach to psychology does **NOT** ...

- (1) concern itself with social change that incorporates a radical psychology of liberation.
- (2) locate human values, motivations and behaviours in their cultural and class contexts.
- (3) include the lived experiences and reflections of marginalised people.
- (4) strive to address problems such as illiteracy, disintegration of extended family systems, poverty, alienation and other social issues.
- (5) assume that treating the biological cause of mental illness, usually by pharmacological treatment, will produce the desired effects.

Question 5

Yen's (2013) discussion of community psychology in South Africa points to the liberatory community psychological view that:

- (1) psychological services and psychotherapy are only meant for the elite and middle class who can afford them.
- (2) "community" refers only to poor, disadvantaged, black townships or rural areas.
- (3) "community" as a concept may change over time and is multifaceted.
- (4) community psychology is only for the disadvantaged who cannot afford or access individual therapy.
- (5) psychological health, illness and disorder are predominantly located within individuals and are not linked to societal, political, historic, and environmental influences.

Question 6

An appropriate definition of community psychology should include the following:

- (1) There is no single definition of community psychology, and it is a heterogeneous concept.
- (2) Nelson and Prilleltensky (2010) refer to community psychology as the critical study of people in context.
- (3) Community psychology can be described as the critical study of people in contexts directed towards the common aim of improving community conditions and promoting psychological wellbeing.
- (4) Community psychology places an emphasis on the importance of the local rather than the universal.
- (5) All of the above are correct.

Question 7

The recent calls for a decolonised education by the “fallist” movements such as “#Rhodesmustfall” and “#Feesmustfall” in South Africa do **NOT** come from ...

- (1) a critical process of self-reflection within student collectives and academia.
- (2) the view that Western meta-theories that make universal claims have not been able to adequately account for how the majority of non-Westerners experience reality.
- (3) the view that knowledge and the politics of knowledge production is neutral.
- (4) a re-ignition of importance of an education that is relevant to the many and varied local contexts in Southern Africa.
- (5) a process of critically thinking and theorising about the *situatedness* of knowledge systems and entry into dialogues with different approaches or theories from elsewhere.

Question 8

A community psychologist's role is to...

- (1) publish research on community issues.
- (2) gather community members to voice their opinions.
- (3) use community psychology principles to meet the needs of a community.
- (4) help an individual to solve life problems.
- (5) work in a clinic to assist with medical conditions.

Question 9

The community principle of empowerment ...

- (1) ensures self-determination, respect and improving social systems.
- (2) promotes beneficence, self-determination and self-reflection.
- (3) supports community practice, caring and empowering people.
- (4) allows people access to resources, role relationships and participation in social and political aspects in life self-determination, personal sense of control and community participation.
- (5) fosters a sense of community, forming relationships and participation.

Question 10

Which one of the following is **NOT** a characteristic of the social action model?

- (1) People are mobilised against structures and procedures that hinder wellbeing.
- (2) Poverty is attributed mainly to personal failings.
- (3) Structural inequalities and injustices should be eradicated.
- (4) The transformation of the broader processes and structures that perpetuate social inequalities should be pursued.
- (5) Communities are encouraged to be active and meaningful participants in social systems and institutions.

Question 11

Which one of the following is **NOT** a core principle of community psychology, according to Stevens (2013)?

- (1) Prevention and competence promotion.
- (2) Mental health of individuals only.
- (3) Socially responsive psychological praxis.
- (4) Psychological sense of community.
- (5) Holistic ecological interventions.

Question 12

What is the meaning of risk in community psychology?

- (1) Consequences of the dynamics of families.
- (2) Community needs that are not met.
- (3) Ideological and material factors that jeopardise community members' wellbeing.
- (4) Highlighting errors in a community.
- (5) Constant changes in a community.

Question 13

Mitigating the impact and recurrence of already existing disorders, is a form of...

- (1) primary prevention.
- (2) primary and secondary prevention.
- (3) secondary prevention.
- (4) tertiary prevention.
- (5) secondary and tertiary prevention.

Question 14

The social ecological model ...

- (1) applies the face-to-face or individualistic psychological perspective of thinking.
- (2) applies systems thinking to individual interactions with the social and physical environments.
- (3) views the family as the central node of intervention.
- (4) tends to the meso-, exo- and macro-systems but ignores the micro-system.
- (5) focuses on social transformation by challenging oppressive structures or relationships.

Question 15

The principles of community psychology include:

- (1) An empowerment framework with the aim of promoting the self-determination of community members, their democratic participation, and ensuring that power is equally shared in the community.
- (2) The development of a personal sense of control over one's life.
- (3) A challenge to cultural norms that tend to disempower community sub-groups such as women, people of colour, the LGBTI community, immigrants and people with disabilities.
- (4) Issues of inequality, poor living environments, labour conditions, and social and health conditions.
- (5) All of the above are correct.

(15 marks)

END OF ASSIGNMENT 01 (Semester 1)

When you have completed this task we suggest that you start studying Themes 3, 4 and 5 as soon as possible in order to complete Assignment 02 on time! **Note that Assignment 2 is based on all the themes - Themes 1, 2, 3, 4 and 5.**

**SEMESTER 1
ASSIGNMENT 02**

SEMESTER 1:

Closing date: **8 April 2019** (this is the final due date for the assignment and **no extension can be granted**)

Unique assignment number: **763575**

Question 1

- 1.1 What is the definition of the concept “community” from the community psychology perspective? You can provide the definition from any community psychology text and reference this definition. (2 marks)
- 1.2 Have a conversation with your community members about the definition that you have provided in 1.1 above, and do the following:
- (i) Explain 2 aspects that you and your community members agree about regarding the definition of community that has been provided in 1.1 above. (4 marks)
 - (ii) Explain 2 aspects that you and your community members think should be added in the definition above. (4 marks)

Question 2

Apply the community principle of empowerment in your community by doing the following:

- (i) Identify a situation in your own or in another community that you have observed, which requires the application of the community principle of empowerment. (2 marks)
- (ii) Discuss 4 aspects of this principle that you would consider important to apply in this situation. (8 marks)

Question 3

Apply Bronfenbrenner’s ecological framework of human development by doing the following:

- (i) Identify any psychosocial problem in your community. (2 marks)
- (ii) Discuss how each of the 4 levels of Bronfenbrenner’s ecological framework apply to this problem. (8 marks)

At this point, you must choose between Question 4 and Question 5 based on the choice that you have made to study Theme 3 or Theme 4 in the Study Guide.

Question 4 [Based on Theme 3]

Discuss 5 characteristics that you have observed in your community that meet the definition of community wellbeing as discussed in Theme 3. You can also consider the indicators of community wellbeing that have been outlined by Cox, Frere, West and Wiseman (2010) when discussing those characteristics. (10 marks)

OR

Question 5 [Based on Theme 4]

Discuss any 5 aspects that resemble community resilience in your own or another community that you have observed. Relate your answer to the discussion of community resilience in Theme 4 and in the prescribed texts. (10 marks)

Question 6 [Compulsory for all students]

What do we mean in Theme 5 that a community is comprised of interrelated systems? Discuss any 5 aspects that form part of these interconnections in a community. (10 marks)

Compile an essay based on the patchwork from questions 1 – 6 above.

Instructions:

1. **Font of the essay:** Use the Times New Roman font style with the font size of 12.
2. **Length and structure of the essay:** Submit an essay that does not exceed 10 pages in which you discuss the following:
 - (i) **Essay heading:** Provide a heading for your essay. Use this heading:
AN OVERVIEW OF MY COMMUNITY
(Type this heading in the Uppercase/capital letters and in bold as exemplified above).
 - (ii) **Essay introduction:** Provide an introduction of the essay. The introduction should introduce the essay to the reader by telling the reader what the essay is about, that is, what is to be expected in the body of the essay. The introduction should not be longer than five sentences. Discuss this under the heading **INTRODUCTION**.
(Type this heading in the Uppercase/capital letters and in bold as exemplified above).
 - (iii) **The first subheading: Definition of my community**
(Use all the answers that you provided in Questions 1.1 and 1.2 above).
 - (iv) **The second subheading: The empowerment of my community**
(Use both the answers that you provided in Question 2 above).
 - (v) **The third subheading: Levels of Bronfenbrenner's ecological framework of human development applicable in my community**
(Use both the answers that you provided in Question 3 above).
 - (vi) **The fourth subheading: Use the relevant subheading based on the question that you answered between question 4 and question 5.**
Subheading for question 4: **The wellbeing of my community**

Subheading for question 5: **The resilience of my community**

(Use all the answers that you provided in Question 4 or Question 5 above).

(vii) **The fifth subheading: The interconnections in my community**

(Use all the answers that you provided in Question 6 above).

(Type all the subheadings in Sentence case and in bold as exemplified above).

(viii) **Essay conclusion:** Provide a conclusion of the essay. The conclusion should provide a summary of what the essay was about. The conclusion should not be longer than five sentences. Discuss this under the heading **CONCLUSION**.

(Type this heading in the Uppercase/capital letters and in bold as exemplified above).

3. **References:** Follow the in-text referencing and referencing list guidelines provided on pages 15-16.
4. **Proofreading:** Request one of your family members or neighbours to read your essay to check for the following: (i) language/grammatical/sentence construction errors, and (ii) logical flow of ideas. Effect the necessary changes.
5. **Submission:** Submit the essay only (Do not submit the separate answers to the questions provided).

(Total: 50 marks)

There is a student feedback form attached at the end of this tutorial letter. Fill it in and post it to the module leader after submitting assignment 2.

END OF SEMESTER 1, ASSIGNMENT 02

Now we suggest that you start **as soon as possible** with your exam preparations by studying all the Themes and prescribed texts in the Study Guide and completing all the learning activities

SEMESTER 2
ASSIGNMENT 01

SEMESTER 2:

Closing date: **12 August 2019** (this is the final due date for the assignment and **no extension can be granted**)

Unique assignment number: **537556**

It is possible to complete and successfully pass Assignment 01 *only* if you study the **Study Guide: Themes 1 and 2** and the **prescribed texts**.

QUESTIONS FOR SEMESTER 2, ASSIGNMENT 01

Question 1

The aim of the module "Community Psychology: Building Foundations" (PYC2614) is to ...

- (1) embark on a journey together with you to explore what community psychology is about.
- (2) understand where community psychology originated from.
- (3) introduce you to how you fit in the community in which you live.
- (4) provide ways and means of understanding the current contextual issues in our communities.
- (5) All of the above are correct.

Question 2

Mainstream modern psychology is **NOT** based on the belief that:

- (1) knowledge should be produced through methods of science.
- (2) objective truth can be discovered if methods of research are refined.
- (3) observers or researchers play a subjective role in the process of research.
- (4) the psychologist is the ultimate expert on people's lives and on their communities.
- (5) psychology is an objective and universal science.

Question 3

An African psychology is a worldview that does **NOT** ...

- (1) organise the world in a hierarchy of beings.
- (2) view parental responsibilities as residing with the extended family and the community.
- (3) make no or little distinction between nature and culture.
- (4) place the wellbeing and progress of individuals above that of communities.
- (5) gain knowledge through participation and connecting.

Question 4

The critical African perspective on psychology does **NOT** ...

- (1) exist as an orientation that developed in response to mainstream Western psychology.
- (2) assume a value-free orientation to knowledge that is located in the middle to upper socio-economic classes.
- (3) cater for the values of all classes, races and genders, within their specific contexts.
- (4) criticise acculturation and the marginalisation of African and other knowledge systems, and has an emancipatory aim to address the needs of society.
- (5) provide a critique of the mainstream psychology to make psychology less oppressive and more available to the community.

Question 5

Yen's (2013) discussion of the history of community psychology in South Africa points to the position of liberatory community psychology that:

- (1) psychological services and psychotherapy are only meant for the elite and middle class who can afford them.
- (2) "community" refers only to poor, disadvantaged, black townships or rural areas.
- (3) community psychology is only for the disadvantaged who cannot afford or access individual therapy.
- (4) psychological health, illness and disorder are predominantly located within individuals and not linked to societal, political, historic, and environmental influences.
- (5) None of the above are correct.

Question 6

Community psychology can be defined as:

- (1) the uncritical study of people in context.
- (2) the study of universal principles rather than the local conditions and contexts.
- (3) the critical study of people in contexts directed towards the common aim of improving community conditions and promoting psychological wellbeing.
- (4) the uncontroversial combination of community and psychology.
- (5) a neutral knowledge domain that is a sub-discipline of psychology.

Question 7

"Instead of duplicating and uncritically adopting mainstream explanations of social problems and processes, community psychology in South Africa should explore its own pathways." This statement refers to the view that:

- (1) A critical review of the politics of knowledge production reveals that knowledge is not neutral.
- (2) The global South was culturally colonised by uncritically importing conceptual knowledge and theories from the West.
- (3) European cultures viewed themselves as the centre of civilisation, dominated and seized other cultures, and erased the other cultures' contributions to world history.
- (4) Recent calls for a decolonised education by the "fallist" movements ("#Rhodesmustfall", "#Feesmustfall") have reignited the fundamental importance of education approaches and theories that are relevant to the various local contexts in Southern Africa.
- (5) All of the above are correct.

Question 8

The following is **NOT** an acceptable role or function of a community psychologist:

- (1) Advocate, advisor, and negotiator.
- (2) A consultant to the community.
- (3) An expert who has superior knowledge of all community matters.
- (4) A researcher who conceptualises, understands, and performs research on community issues.
- (5) A participant and conceptualiser who is involved in community processes.

Question 9

Which of the following is **NOT** applicable to the social action model of community psychology?

- (1) Mobilising community members for action against structures and procedures that hinder wellbeing.
- (2) Uses mainly intrapsychic notions of causality and analysis.
- (3) Links conditions of poverty and powerlessness to structural inequality.
- (4) Questioning oppressive social structures and social inequalities.
- (5) Considers social systems and contexts in analysing behaviour.

Question 10

The microsystem of Bronfenbrenner's ecological framework for human development includes the following:

- (1) Interaction between the school and the workplace.
- (2) Interaction between the individual and the family.
- (3) Interaction among an individual, the immediate environment and the higher structures in society.
- (4) Interaction between the school and government.
- (5) Interaction between the parents and teachers.

Question 11

The principle of succession in community psychology has to do with...

- (1) a continuous process of exposure to other communities' successes.
- (2) the fact that communities face a continuous crisis.
- (3) one person succeeding another in bringing community change.
- (4) new situations that arise, and the history of a community.
- (5) equal distribution of community resources.

Question 12

Participatory Action Research (PAR) as discussed in Visser (2012) is an approach that values ...

- (1) scientific methods based on the positivistic approach.
- (2) a non-political approach to community issues.
- (3) dominant knowledge that is centrally controlled.
- (4) collaborative approaches to address social issues.
- (5) the neutral and expert position of the researcher.

Question 13

The public health model does **NOT** ...

- (1) concern itself with the community rather than with problems of the mind.
- (2) view primary prevention as its main concern.
- (3) draw on resources from multiple disciplines and different social sectors.
- (4) focus on improving health and the quality of life.
- (5) aim to prevent problems before they occur.

Question 14

The mental health model does **NOT** ...

- (1) aim to treat and prevent mental disorders within a particular area.
- (2) emphasise curative mainstream models of intervention rather than prevention.
- (3) assume that social or individual mental health problems occur because of broader environmental factors.
- (4) view earlier and larger scale interventions as more economical and beneficial.
- (5) include the bio-psychosocial framework and the bio-medical framework.

Question 15

According to Stevens (2013) community psychology in South Africa developed as a ...

- (1) non-critical socio-political discipline.
- (2) sub-discipline of psychology that was complicit with the apartheid system.
- (3) response to the draconian and repressive social engineering associated with apartheid.
- (4) continuation of Northern (Western) individualistic ideologies.
- (5) way to enforce the market economy's continued marginalisation of the poor.

(15 marks)

When you have completed this task we suggest that you start studying Themes 3, 4 and 5 as soon as possible in order to complete Assignment 02 on time! **Note that Assignment 2 is based on all the themes - Themes 1, 2, 3, 4 and 5.**

END OF SEMESTER 2, ASSIGNMENT 01

**SEMESTER 2
ASSIGNMENT 02**

SEMESTER 2:

Closing date: **9 September 2019** (this is the final due date for the assignment and **no extension can be granted**)

Unique assignment number: **659766**

Question 1

Engage your family members, neighbours, friends or peers and discuss with them how your current community came into being. Ask the following questions through which you will explore the identity of your community:

- (i) How did your community come about? (5 marks)
- (ii) What makes you a community? (5 marks)

Question 2

Apply the community principle of risk prevention in your community by doing the following:

- (i) Identify a situation in your own or in another community that you have observed, which requires the application of the community principle of risk prevention. (2 marks)
- (ii) Discuss 4 aspects of this principle that you would consider important to apply in this situation. (8 marks)

Question 3

Apply Bronfenbrenner's ecological framework of human development by doing the following:

- (i) Identify any psychosocial problem in your community. (2 marks)
- (ii) Discuss how each of the 4 levels of Bronfenbrenner's ecological framework apply to this problem. (8 marks)

At this point, you must choose between Question 4 and Question 5 based on the choice that you have made to study Theme 3 or Theme 4 in the Study Guide.

Question 4 [Based on Theme 3]

Which 2 of the 3 forms of wellbeing discussed in Theme 3 are most applicable to your community? Provide examples for each as evidence. (10 marks)

OR

Question 5 [Based on Theme 4]

Discuss any 5 of the elements of social capital that are evident in your community.

(10 marks)

Question 6 [Compulsory for all students]

In Theme 5 we provide another definition of community as follows:

Communities are relational nests and webs of individuals and families. Communities are nested within larger societal structures and histories. These are all nestled within natural ecosystems, from the micro-level to the planetary level.

Look at this definition and identify any 2 characteristics that you can identify with as you study the organisation and functioning of your community. Discuss those 2 characteristics with examples.

(10 marks)

Compile an essay based on the patchwork from questions 1 – 6 above.
Instructions:

1. **Font of the essay:** Use the Times New Roman font style with the font size of 12.
2. **Length and structure of the essay:** Submit an essay that does not exceed 10 pages in which you discuss the following:
 - (i) **Essay heading:** Provide a heading for your essay. Use this heading:
AN OVERVIEW OF MY COMMUNITY
(Type this heading in the Uppercase/capital letters and in bold as exemplified above).
 - (ii) **Essay introduction:** Provide an introduction of the essay. The introduction should introduce the essay to the reader by telling the reader what the essay is about, that is, what is to be expected in the body of the essay. The introduction should not be longer than five sentences. Discuss this under the heading **INTRODUCTION**.
(Type this heading in the Uppercase/capital letters and in bold as exemplified above).
 - (iii) **The first subheading: Who are we as a community?**
(Use both the answers that you provided in Question 1 above).
 - (iv) **The second subheading: Risk prevention in my community**
(Use both the answers that you provided in Question 2 above).
 - (v) **The third subheading: Levels of Bronfenbrenner's ecological framework of human development applicable in my community**
(Use both the answers that you provided in Question 3 above).
 - (vi) **The fourth subheading: Use the relevant subheading based on the question that you answered between question 4 and question 5.**
Subheading for question 4: **The wellbeing of my community**
Subheading for question 5: **Elements of social capital in my community**
(Use all the answers that you provided in Question 4 or Question 5 above).
 - (vii) **The fifth subheading: Characteristics of my community**
(Use all the answers that you provided in Question 6 above).

(viii) (Type all the subheadings in Sentence case and in bold as exemplified above). **Essay conclusion:** Provide a conclusion of the essay. The conclusion should provide a summary of what the essay was about. The conclusion should not be longer than five sentences. Discuss this under the heading **CONCLUSION**. (Type this heading in the Uppercase/capital letters and in bold as exemplified above).

3. **References:** Follow the in-text referencing and referencing list guidelines provided on page 15.
4. **Proofreading:** Request one of your family members or neighbours to read your essay to check for the following: (i) language/grammatical/sentence construction errors, and (ii) logical flow of ideas. Effect the necessary changes.
5. **Submission:** Submit the essay only (Do not submit the separate answers to the questions provided).

(Total: 50 marks)

There is a student feedback form attached at the end of this tutorial letter. Fill it in and post it to the module leader after submitting assignment 2.

END OF SEMESTER 2, ASSIGNMENT 02

Now we suggest that you start **as soon as possible** with your exam preparations by studying all the Themes and prescribed texts in the Study Guide and completing all the learning activities.

8.7 Other assessment methods

We will not use other assessment methods.

8.8 The examination

Use your **Study @ Unisa** brochure for general examination guidelines and examination preparation guidelines.

8.8.1 Examination admission and how it works in practice

In this module, the year mark counts 20% and the examination 80% of the final mark. **Each assignment counts 10% of the final mark.** Therefore, it is in your own interest to submit both assignments in order to get a good year mark. Regarding examination admission, you have to **submit at least one (any one) assignment on time in order to qualify for the examination.** Please note that you should obtain a sub-minimum of 40% in the examination to obtain a final pass mark.

8.8.2 Examination period

This module is a semester module that is provided twice in 2019. This means that you will write the examination in either May/June for Semester 1 or in October/November for Semester 2. Supplementary examination dates (for those who qualify) will be provided by the Assessment Administration to be written in the following examination period. The Assessment Administration Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

For general information and requirements as far as examinations are concerned, see the brochure **Study @ Unisa**, which you received with your study material.

8.8.3 Examination scope and format

The scope of the exam: The questions are sourced exclusively from **all the Themes and Learning Activities in the Study Guide**. You should also study each **prescribed text** in detail.

You will have 2 hours to complete the examination, during which time you will be required to complete a combination of **multiple-choice items** and **paragraph questions** covering ALL the THEMES in the Study Guide. The examination paper is worth 50 marks. These marks will be converted to a percentage (a mark out of 100). You must attain a final mark of at least 50 percent to pass.

NB: The examination paper contributes 80% towards computation of your final mark. The two assignments combined contribute 20%.

There are two important rules. To pass you have to obtain:

1. An examination mark of at least 40%, and
2. A final mark (examination mark plus year mark) of at least 50%.

For information on special examinations (such as sick examinations), see **Study @ Unisa**.

8.8.4 Marking Policy

Our marking policy for **multiple-choice questions** in the examination paper is as follows:

For each correct answer, you get 1 mark. Negative marking is NOT applied.

For the paragraph questions, the marks to be allocated will be indicated next to each question. These will be allocated based on the adequacy with which you have answered the questions.

9 FREQUENTLY ASKED QUESTIONS

The **Study @ Unisa** brochure contains an A-Z guide of the most relevant study information.

10 IN CLOSING

The PYC2614 Teaching Team wishes you a productive semester of creative and collaborative learning with other students, your community members and the teaching team, as well as discovering the concept “community” both through formal learning and exploring your environment.

11 ADDENDUM

PYC2614 Module: Student Feedback for 2019

We value your feedback on this module as it will help us to further improve it for the benefit of future students. Please complete this form and post it to: The Module Leader: PYC2614, Department of Psychology, PO Box 392, Unisa, 0003

1. The most significant learning or insights you had while doing this module.



.....
.....

2. The most significant experiences you had while doing this module.

.....
.....

3. What you most appreciate about this module.

.....
.....

4. What you least appreciate about this module.

.....
.....

5. Other comments and suggestions

.....
.....