

COURSE SYLLABUS

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΧ-3504	SEMESTER	
COURSE TITLE	COMMUNITY PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Experiential Exercises		39	1.56
Readings and Critical Reflection Diary		20	0.80
Community Research Project: Problem Analysis and Research Plan		40	1.60
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		99	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background and skill development		
PREREQUISITE COURSES:	Psychic Health & Social Psychology II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4571		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
At the end of the course students will be able to: 1. Understand the theories of Community Psychology, its methods, principles, empirical foundations, and its contribution to people's wellbeing, 2. Explore how problems are defined and how these definitions guide (or constrain) the way issues are raised, 3. Explore the relationships between people and their environment and consider ways of improving these relationships, 4. Explore how power, voice, influence can affect problem definition, research, and clinical practice by focusing on certain perspectives and exclude others, 5. Identify the potential influences of environmental, socio-cultural, and social factors on psychological and sociocultural well-being, 6. Identify strategies for social change at the individual, micro-group, organizational, community and societal levels of analysis,

7. Explain how innovative programs and practices related to preventing problems, promoting well-being, and empowering communities can be applied,
8. Understand how evaluation strategies are applied to assess the effectiveness of intervention strategies (e.g. prevention, promotion, social change); and
9. Apply the perspectives of community psychology to understand and raise social issues in the communities where they live, as citizens, volunteers, or social service workers.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

Students will gain skills:

- Reviewing, analyzing and synthesizing theoretical perspectives, e.g., systems thinking, ecological theory, sense of community theory, social climate theory and empowerment theory.
- Critical reflection on texts and experiential exercises:
 - Students will gain the conceptual tools and experience to reflect critically on their assumptions and past experiences as they may relate to how they understand community challenges
- Understanding of ethical principles that need to be applied in conducting research and working in the community
 - Demonstrates capacity for self-reflection regarding ethical principles such as beneficence, nonmaleficence, autonomy, and justice,
 - Ability to identify own strengths and weaknesses.
- Demonstrates capacity to use and integrate feedback from instructor and peers
 - Attentive to instructor feedback, makes revisions when requested, and incorporates feedback into subsequent work.
- Social Justice
 - Respects frames of reference beyond one's own
 - Ability to work collaboratively with other students in the class and respect the perspectives of others.
- Understands socio-cultural influence on norms and values
 - Ability to critically examine the role of socio-cultural influence on norms and values that sustain oppression and identify social change strategies that can lead to liberation and well-being.
- Can learn from experience of others
 - Recognition and appreciation of individual differences and sociocultural and/or sociopolitical diversity among peers.
- Knowledge and understanding regarding socio-cultural competencies:
 - Modesty, sensitivity, receptiveness and cultural awareness and humility
 - Understanding of the many dimensions of human diversity, inequality, and power and reflection on how clinical community practice and research can respond to the interests and needs of diverse groups of people.
- Professionalism

-Interpersonal effectiveness with instructor/peers
-Ability to work respectfully with peers and instructor, uses classroom time effectively, and courteous to peers and instructor.

(3) COURSE OUTLINE

The course content relates to the 5 main axes of the curriculum:(Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Rehabilitation [5])

Community psychology places a particular emphasis on understanding the role of environmental and systemic influences on psychological well-being. This course aims to provide students with an introduction to the field of community psychology through lectures, exercises, and community outreach experiences. It is also intending to broaden students' perceptions of psychological problems and social issues and provide alternative ways of addressing them.

Week 1: Community Psychology: History and Principles

~ Principles and vision of Community Psychology [1, 3, 5]

Week 2: Fundamental Concepts and Theories

~ Sense of community theory, social climate theory and empowerment theory.

~ Power, empowerment, disempowerment [1, 3, 5]

Week 3: Systems Thinking: Ecology and Complexity in a Globalized World

~ Community, bonds and participation [1, 2, 5]

Week 4: Research and Action for Social Change and Well-being

~ Community-based participatory research

~ Framing community-based participatory research [1, 2, 3, 4, 5]

Week 5: The Research Cycle [1, 2, 3, 4, 5]

Week 6: Community Psychology Interventions

~ Social interventions

~ Organizational and community interventions [1, 2, 3, 4, 5]

Week 7: Issues Addressed by Community Psychology

~ Globalization, poverty, social justice [1, 2, 3, 4, 5]

Week 8: Ways in Which Community Psychologists Can Work for Gender Equality [1, 2, 3, 4, 5]

Week 9: Ableism, Physical Disability and Living in the Community [1, 2, 3, 4, 5]

Week 10: Psychological Distress and Community [1, 2, 3, 4, 5]

Week 11: Racism and Applications of Critical Race Theory and Intersectionality in Community Psychology [1, 2, 3, 4, 5]

Week 12: Research in the Community: Observations, Identification of Problems and Strengths, and Research Plan [1, 2, 3, 4, 5]

Week 13: Conclusions, Collective Reflection and Feedback [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, eLearn and video analysis	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures and experiential exercises	1.56
	Readings and Weekly Critical Reflection Diary	0.80
	Community Research Project: Problem Analysis and Research Plan	1.60
	Course total	3.96
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Class participation and Critical reflection journal Reflection paragraphs are required for each lesson. The main objectives of these short reflections are to ensure that you are reading the readings (accountability), understanding the material, and preparing for class discussion (presentation). Your reflections should focus on a specific question or set of questions that emerge from your reading of each week's reading material (e.g., something you want to discuss with the class because you find it important, you mention a new idea, you disagree, or you are confused). The focus should be on your opinions and support for them rather than in reading a "book report" type summary of the main points. Firstly, at least three people will read their reflection at the beginning of each class meeting. Secondly, you will be asked to comment on each other's work and contribute to the discussion. Lastly, you can ask questions about the terminology, methods, theories, and ideas mentioned in the readings, as this can form the basis for discussion and learning. (participation and journal entries constitute 30 % of your grade) 1. The second step is to prepare a 1–2-page proposal. The proposal should include the following information: a. description of the issue and/or organization - what it does and how it achieves its goals; b. how does the organization relate to the concepts and strategies for change discussed in the course? Your experience in observing and untangling the issues involved (10 % of your grade). 2. Write a 6–8-page community-based participatory research proposal that describes how you would go about learning more about the problem. The goal in this description is to have the analyses include	

	psychosocial issues you will be investigating. The multiple ecological levels of analyses and different viewpoints involved in conducting the research should also be described. Please recognize organizational, locality, and macrosystem determinants or influences and how you will be inquiring about possible solutions by conducting Community Involved Participatory Research (50% of your grade). Clarity, level of analysis, and quality of conceptualization will be the basis of the grading. Language of evaluation is either Greek or English.
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Kagan, C., Burton, M., Duckett, P., Lawthom, R., & Siddiquee, A. (2011). *Critical Community Psychology*. West Sussex, UK: Wiley-Blackwell. <https://doi.org/10.4324/9780429431500>

Kloos, B., Hill, J., Thomas, E., Case, A.D., Scott, V.C., & Wandersman, A. (2020). *Community psychology: Linking individuals and communities* (4th ed.). American Psychological Association. <https://doi.org/10.1037/0000207-000>

Riemer, M., Reich, S. M., Evans, S. D., Nelson, G. B., & Prilleltensky, I. (2020). *Community psychology: in pursuit of liberation and well-being* (3rd ed.). Macmillan International Higher Education Red Globe Press.

Walker, C., Zoli, A., Zlotowitz, S. (2022). *The Palgrave Handbook of Innovative Community and Clinical Psychologies*. Springer Nature Switzerland: Palgrave Macmillan.

-Related academic journals:

American Journal of Community Psychology
Journal of Community and Applied Social Psychology
Journal of Community Psychology