

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | Social Sciences | | |
| ACADEMIC UNIT | Sociology | | |
| LEVEL OF STUDIES | Undergraduate | | |
| COURSE CODE | 605 | SEMESTER | 4 th |
| COURSE TITLE | Critical 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 | |
| | 3 | 6 | |
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| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Optional / General background | | |
| PREREQUISITE COURSES: | No | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | https://www.soc.aegean.gr/ext-files/pm/pps/2017-605-en.pdf | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> |
| <ul style="list-style-type: none"> • Develop a reflection of a critical psychological “praxis” approach • Foster skills of collaborative, participatory social research • Obtain knowledge of analyzing social challenges and implement interventions that aim at resolving conflicts • Design community action and social networking at different levels: community, organizations, periphery and national |

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?

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|---|---|
| <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>.....</i> |
| <i>Production of new research ideas</i> | <i>Others...</i> |
| | <i>.....</i> |

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Reflection and self-reflection

(3) SYLLABUS

The emergence of community psychology in different parts of the world has provided significant but varied contributions in understanding psychology at community level. In contrast to North American traditions in community psychology that has placed an emphasis on the ecological metaphor, liberal values and prevention, critical approaches to community psychology have been developed mainly in Latin America, South Africa and parts of the United Kingdom. Critical Community Psychology, by employing innovative research methods such as action research, photovoice, action learning, is interested in analysis of power relations, problem definition and intervention. The following topics are covered by Critical Community Psychology: social inequality and social justice, social problems and interventions, advocacy and empowerment, minorities and social change,

phenomena of social influence and ideology. In specific, the course outline is as follows:

1. Psychological Theories of Community
2. From psychiatric asylums to community-based facilities
3. "What is normal"? Theories of labelling
4. Social stigma and anti-stigma interventions
5. Research Methods in Community Psychology
6. Paulo Freire and the notion of praxis
7. Community Art and Mobilizing knowledge
8. Social inequalities and mental health
9. The social construction of reality
10. The theory of social representations
11. Politicalized social identity and collective action
12. Advocacy and Empowerment
13. Youth delinquency and community-based interventions

(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> | | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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. 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 | 39 |
| | Study | 60 |
| | Preparation for the exams | 60 |
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| | Course total | 159 |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | Written exams | |

(5) ATTACHED BIBLIOGRAPHY

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| <p>- Suggested bibliography:</p> <p>Hepburn, A. (2003). <i>An Introduction to Critical Social Psychology</i>. London: Sage Publications.</p> <p>Jovchelovitch, S. (2007). <i>Knowledge in Context: Representations, Community & Culture</i>. London: Routledge.</p> <p>Kagan, C., Burton, M., Duckett, P., Lawthom, R. & Siddiquee, A. (2011). <i>Critical Community Psychology</i>. Chichester: Blackwell BPS Textbooks.</p> <p>Orford, J. (2008). <i>Community Psychology: Challenges, Controversies and Emerging Consensus</i>. Chichester: John Wiley & Sons.</p> <p>Ζήση, Α. & Σαββάκης, Μ. (Επιμ.) (2019). <i>Αναπηρία και Κοινωνία: Σύγχρονες Θεωρητικές Προκλήσεις και Ερευνητικές Προοπτικές</i>. Θεσσαλονίκη: Τζιόλα. ISBN: 9789604188277.</p> |
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Ζήση, Α. (2013). *Κοινωνία, Κοινότητα και Ψυχική Υγεία*. Αθήνα: Τυπωθήτω. ISBN: 9789600115864.

Ζήση, Α., Πολεμικός, Ν., Καΐλα, Μ. (Επιμ.) (2005). *Ψυχική Υγεία*. Αθήνα: Ατραπός. ISBN: 9606622231.

Ζήση, Α. (2002). *Επανένταξη Χρόνιων Ψυχικά Πασχόντων: Εμπειρικά Ευρήματα, Νέες Προσεγγίσεις και Προοπτικές*. Αθήνα: Τυπωθήτω. ISBN: 9789604020461.

- *Related academic journals:*

[Journal of Community Psychology](#)

[Journal of Community & Applied Social Research](#)