UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Community Psychology

2627-2-E1902R023

Course title

Clinical and Community Psychology

Topics and course structure

The Community Clinical Psychology course deals with the application of the clinical-psychological approach to community contexts. The term "community" is understood here in a dual sense: a) on the one hand, it refers to institutions operating in the social sphere (e.g., educational services for children and families, residential communities, temporary reception centers, residential facilities, etc.); b) on the other hand, it has a broader meaning referring to a "socio-cultural group" characterized by peculiar dynamics.

The course aims to describe and explain individual and collective psychological processes in contexts characterized by poverty, social suffering, political and military violence, with reference to the various related intervention modalities. This will be done from the perspective of critical and radical theories, post-colonial thought, and liberation theories, focusing specifically on interpreting contexts and the multicultural variables present within them. The monographic section will present some models of transcultural psychological intervention, with particular attention to radical feminist, anti-psychiatric, and liberation psychology approaches, including the psychology of the oppressed.

Objectives

Learning Objectives

Knowledge and Understanding

Students will acquire foundational knowledge of the principal theoretical frameworks in clinical psychology and their corresponding intervention approaches, enabling them to understand and integrate these perspectives into effective educational and training programs designed for community and multicultural contexts.

Applying Knowledge and Understanding

Students will develop the basic competencies required to apply key tools and conceptual categories derived from clinical psychology to educational and training planning in community and multicultural settings. In particular, they will acquire the skills necessary to:

a) analyze different contexts and identify the roles and functions of the various actors operating within them;

b) recognize and utilize operational tools useful for designing educational and training interventions targeting individuals, families, and social groups in community and multicultural contexts.

Making Judgements

Students will develop the ability to formulate independent and critically informed evaluations of the main models of community clinical psychology, examining their theoretical assumptions, ethical implications, and applications in educational, social, and multicultural settings.

Communication Skills

Students will acquire the ability to use appropriate technical language and to communicate clearly and effectively the concepts, issues, and intervention strategies that characterize community clinical psychology, both orally and in writing.

Learning Skills

Students will develop autonomous learning skills that will enable them to critically deepen their understanding of the topics covered in the course, integrate different theoretical perspectives, and continuously update their professional and scientific knowledge over time.

Methodologies

75% of the lessons will be of an expository nature, with 25% Interactive Teaching dedicated to in-class discussions, case presentations, group work, and exercises, thematic workshops held by national and international experts.

Teaching takes place in the classroom and is conducted in Italian.

Online and offline teaching materials

slides;

Video-recorded lessons;

Programme and references

1\Definition of community and community care in daily life

Foucault and the historical/genealogical approach in the history of madness

Franco Basaglia's legacy in social psychiatry

Clinical psychology in the community from an anticolonial perspective

Critical clinic applied to the community

Critical and postcolonial studies

Gender studies and intersectionality

Migration and community work

Psychology of trauma and resilience

Systemic-narrative approach and community clinical work

Liberation psychology

Bibliography

Ignacio Martin-Baró 2018. Psicologia della Liberazione [Psychology of Liberation]. Ed. Bordeaux.

Choose one book from the following:
Brian Barber no way but forward. Life Stories of Three Families in the Gaza Strip
Samah Jabr 2019. Dietro i Fronti. Cronache di una psichiatra psicoterapeuta sotto occupazione [Behind the Fronts. Chronicles of a Psychiatrist Psychotherapist under Occupation]. Rome, Sensibili alle foglie.
Samah Jabr 2021. Sumud. Resistere all'oppressione [Sumud. Resisting Oppression]. Sensibili alle foglie.

bell hooks, Maria Nadotti 2020. Elogio del margine, scrivere al buio [Praise of the Margin, Writing in the Dark]. Edizioni Tamu.

Erasmus students should contact the teacher to select an alternative textbook in English

Students who choose to take the course as part of their 'biennalizzazione' track must contact the instructor in advance to discuss and agree upon an alternative bibliography.

Assessment methods

The final exam is designed to assess—consistent with the learning objectives—the knowledge and understanding of the fundamentals of Community Clinical Psychology and their application.

The exam will last 1 hour.

Final Exam Details
The final exam for both attending and non-attending students consists of a written test (1 open question and 5 closed questions, 3 short-answer definitions), which can optionally be supplemented by an oral examination at the

student's discretion. The written test is passed if the student achieves a score of at least 18/30. It's not possible to access the optional oral examination if the written test has not been passed. The written test is valid for one academic year; after this period, if the exam is not officially registered, the written test must be retaken. The optional oral examination can only be taken during the same exam session in which the written test was taken.

Students may replace the written examination with an essay prepared at the end of the course. If deemed appropriate, they may substitute the course bibliography with an alternative bibliography, subject to prior agreement with the instructor. Essays are permitted only in small groups, consisting of no fewer than three and no more than eight students.

Accordingly, as an alternative to the written examination, both attending and non-attending students may complete the assessment through the submission of an essay. The topic of the essay must be agreed upon in advance with the instructor and should address either one of the themes covered during the course or a subject consistent with the learning objectives of the module.

The essay should be approximately 5,000–8,000 words in length, supported by an appropriate scientific bibliography, and submitted to the instructor at least 15 days before the end of the course.

The essay may be prepared individually or in a small group (minimum of 3 and maximum of 8 students). The assessment criteria are consistent with those applied to the written examination and include conceptual accuracy, critical thinking, integration of the relevant literature, and the overall quality of the argumentation.

The exam will cover topics present in the bibliography and teaching materials available on the e-learning platform.

The criteria used to evaluate the exam will be:
a) The relevance of the answers to the questions posed in the written test and any oral examination.
b) The ability to establish relevant connections between the various course topics.
c) The precision and correctness (including linguistic and formal aspects) of the exposition.
d) The ability to critically re-elaborate acquired knowledge and apply it in clinical-educational community and transcultural contexts.

Written Test Structure:

3 sections:

Section 1: 5 multiple-choice questions (10 points)

Section 2: 3 short-answer definition questions (10 points)

Section 3: 1 open question (10 points)

Evaluation Ranges
Low Range: Insufficient

Knowledge and Understanding: The student demonstrates limited and fragmented knowledge of the topics covered, with difficulty understanding key concepts of community clinical psychology.

Ability to Apply Knowledge: Inability to apply theoretical concepts to concrete cases or contexts.

Autonomy of Judgment: Lack of critical thinking and autonomous evaluation; dependence on information provided by the instructor.

Communication Skills: Poor oral/written expression; technical language absent or used inappropriately.

Learning Ability: Limited ability to re-elaborate knowledge and connect topics; poor autonomy in self-study.

Middle Range: Sufficient (18) - Good (24)

Knowledge and Understanding: The student possesses a general knowledge of the main topics of the discipline, although with some uncertainty or gaps in specific concepts.

Ability to Apply Knowledge: Discrete ability to apply acquired knowledge to simple situations, but with difficulty in addressing complex problems.

Autonomy of Judgment: Partial autonomy in formulating critical evaluations, often limited to re-elaborations of known information.

Communication Skills: Good expository clarity, with acceptable use of technical language, though not always rigorous.

Learning Ability: The student demonstrates a sufficient ability to learn and connect topics, but requires support in autonomous study.

High Range: Distinguished (25) - Excellent (30L)

Knowledge and Understanding: The student demonstrates in-depth and well-structured knowledge of the topics covered, mastering the complexity of community clinical psychology.

Ability to Apply Knowledge: High ability to critically and autonomously apply theoretical knowledge to complex situations, case studies, and practical contexts.

Autonomy of Judgment: Excellent critical ability, autonomy in evaluating theories and data, demonstrating originality and problem-solving skills.

Communication Skills: Precise and appropriate technical language; clear, fluent, and rigorous exposition in both oral and written forms.

Learning Ability: The student shows excellent ability in autonomous learning, knowledge integration, and interdisciplinary connections.

Office hours

On request.

Programme validity

Course tutors and assistants

Tutor:

Instructors
Eugenia Campanella
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Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | PEACE, JUSTICE AND STRONG INSTITUTIONS