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Community Psychology in Higher Education in Europe: Results of a Survey and
Discussion of the Basic Competency Approach

Bernd Roehrle, Jacqui Akhurst, Nicholas Carr, Caterina Arcidiacono, Rebecca
Lawthom, Wolfgang Stark, & EFPA Standing Committee on Community Psychology

Author Note

Bernd Roehrle, Department of Psychology, University of Marburg, Germany;
Caterina Arcidiano, Department of Humanistic Studies, University of Naples Federico
II, Naples, Italy; Jacqui Akhurst, Department of Psychology, Rhodes University, South
Africa; Nicholas Carr, The Municipality of Bergen, Department of Healthcare; Isabel M.
Herrera Sánchez, Psychological Department, University of Sevilla; Universidad de
Sevilla; Rebecca Lawthom, Health, Psychology and Communities Centre, Manchester
Metropolitan University, United Kingdom; Wolfgang Stark, University of Essen,
Germany.

Correspondence concerning this article should be addressed to Bernd Roehrlé,
Department of Psychology, University of Marburg, Department of Psychology
Germany, Gutenbergstr. 18, 35032 Marburg, Germany. E-mail: [roehrlé@staff.uni-
marburg.de](mailto:roehrlé@staff.uni-marburg.de); +491717864302.



**Community Psychology in Higher Education in Europe:
Results of a Survey and Discussion of the Basic Competency
Approach**

Journal:	<i>Journal of Community & Applied Social Psychology</i>
Manuscript ID	CASP-19-056.R2
Wiley - Manuscript type:	Research Article
Keywords:	European framework, community psychology, education, competences, EuroPsy
Abstract:	<p>This report from the Standing Committee on Community Psychology of the European Federation of Psychological Association (EFPA) provides an overview of higher education in Community Psychology (CP) in fourteen European countries. Our findings show that ten countries have some kind of CP teaching in their educational system. Twenty European universities offer a CP-oriented Master degree, two universities at the Bachelor level and sixteen universities also have CP-oriented Ph.D. programmes.</p> <p>The profiles of the universities focus on two areas: Community psychology in a pure form and a combination of social psychology and community psychology. The other universities vary between clinical, organisational psychology, and a pedagogical focus.</p> <p>Within a certain European emphasis, these universities are analysing and changing the social conditions of community life and mental health. The responding universities failed to report adequately on comprehensive core competences and key elements in CP. To compensate for this deficit, the Standing Committee on Community Psychology proposes to develop a primer of basic CP competences for inclusion in programmes like EuroPsy.</p> <p>Keywords: European framework, EuroPsy, community psychology, education, competences</p>

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**Community Psychology in Higher Education in Europe:
Results of a Survey and Discussion of the Basic Competency**

Approach

Journal:	<i>Journal of Community & Applied Social Psycholog</i>
Manuscript ID	CASP-19-056.R1
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Abstract

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13 elements in CP. To compensate for this deficit, the Standing Committee on
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17 Community Psychology proposes to develop a primer of basic CP competences for
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21 inclusion in programs like EuroPsy.
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28 Keywords: European framework, EuroPsy, community psychology, education,
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Background

The need for a survey on Community Psychology (CP) provision in Higher Education in Europe originated from the Standing Committee Mandate which relied on the report from the EFPA Task Force on CP (Task Force on Community Psychology, 2013). The aim of the survey was to describe the significant educational contribution of CP, which is not sufficiently covered in other fields of psychology: viz. To enable a thorough analysis of common problems like inequality, exclusion, or discrimination. CP provides a contextualized psychological approach to analyze the social and personal consequences of noxious and under-resourced environmental living circumstances. The main aim of CP is also to prevent and alleviate widespread problems, and to promote mental health by emphasising contextual change in certain domains like social settings by applying participation and empowerment strategies (e.g. Kagan, Burton, Duckett, Lawthom, & Siddique, 2013).

Closely associated with the Bologna Process encouraging a Europe-wide reformation of higher education standards, the EuroPsy guidelines provide regulations on professional, technical and professional ethics accepted by national psychologists' associations from the 37 European countries that are members of the

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3 EFPA (European Federation of Psychologist's Associations, 2013). These quality
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7 criteria are part of a quality assurance system to promote public knowledge of
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10 psychology and adequate psychological services. The standards aim to facilitate the
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13 mobility of psychologists, students, clients and employers in Europe. They also
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17 promote the education of psychologists. Last and not least, the standards aim to
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20 harmonie the educational standards of psychology across different European
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23 countries (European Federation of Psychologist's Associations, 2013).
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28 These proposals find approval among representatives of community
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30 psychologists, not only to ensure the legitimate existence of this sub-discipline, but to
31
32 explore whether the same specifications, although supported by experts, fail to follow
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34 basic community psychological principles, since they have not been co-developed or
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36
37 sufficiently controlled by civil society. Concerning the social and political principles of
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41
42 psychology the EuroPsy guidelines note that "psychologists have also expanded their
43
44
45 work into social settings, contexts of practice such as social or CP or the psychology
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47
48 of social interventions" (Lunt, Job, Lecuyer, Peiro & Gorbeña, 2014; pp. 43). The
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52 EuroPsy guidelines set quality management standards which enable future
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60 psychologists to be educated in ethical practices and useful concepts and

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3 instruments for societal needs: defining goals, knowledge, skills and attitudes for
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6 various educational fields and practice in psychology. General competences
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10 important for all fields of psychology such as self-management, handling information,
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13 communication, teamwork, and academic competences need to be complemented by
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16 the competences specific to different psychological fields. Psychologists should be
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20 able to work in goal-oriented ways, to develop and implement interventions, and
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23 measure and communicate their results. These abilities need to be complemented by
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25
26 the specific competences needed in different psychological fields. CP is a field not
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28
29 yet described in detail, but important for the expanded practice contexts mentioned in
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35 EuroPsy.

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38 More broadly, during the past decade, work has been done on developing CP
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41 competencies in the United States of America (USA), with the first framework
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43
44 presented for discussion and further modification by Dalton and Wolfe (2012). The
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46
47 Society for Community Research and Action (SCRA) Executive Council then
48
49
50 approved these proposed 18 core competencies (Wolfe, Chien-Scott & Jiminez,
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55 2013). It would seem, through subsequent discussions by several of this paper's
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3 authors with CP educators from the USA, that the original framework has not been
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7 modified as requested by Dalton and Wolfe (2012).
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10 Responding to these developments, there were discussions about
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13 competencies in England in 2015, as reported in Akhurst, Kagan, Lawthom and
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17 Richards (2016). Their paper criticized the roots of the concept of competencies,
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19
20 noting that the concepts of competencies translate principles of behavioural
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23 economics into CP - a field based on a very different set of values. In addition, an
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27 approach to Higher Education built first on competencies risks leading to fragmentary
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31 developments, potentially mismatching individually-based mainstream psychology
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35 with the more participatory and social-justice informed ideals of CP.
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38 To contribute to the above-mentioned debates and gain knowledge about the
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41 higher education system and research interests in CP across Europe, the Standing
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45 Committee for Community Psychology (EFPA) carried out a review in order to set a
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49 baseline for the societal and socio-political goals for CP teaching. To expand upon
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53 the EuroPsy guidelines, the survey assessed the quantitative and qualitative
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57 capacities expected in CP at Bachelor, Master and Ph.D. qualification levels. The
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survey also asked whether CP is taught in other fields of psychology, with different profiles and if there are corresponding postgraduate training programmes.

Our preliminary dataset also reports on CP competences, as characterized by a few universities with EFPA member associations. The results will be supplemented by leading to a critical discussion of CP Competences.

Method

Questionnaire and Procedure

To obtain the necessary information the following questions were sent by EFPA to the National European Psychological Associations in Europe (for further distribution) and as well as to members of the European Community Psychology Association (ECPA):

1. Do you provide CP in the context of general psychology studies at Bachelor, Masters or Ph.D. degree levels? Do you offer modules and programmes that are in written format (please attach links or papers)?
2. Do you provide CP as a core component in the context of any specific degree programmes in psychology at Bachelor, Masters or Ph.D. degree levels (e.g.

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3 programmes in prevention, health or clinical psychology)? Do you have modules
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7 and study plans available for these (please attach links or papers)?
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10 3. Do you offer any specific programmes in CP at Masters or Ph.D. degree levels?
11
12

13 Do you offer modules and curricula for these?
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15

16
17 4. Do you offer postgraduate training programmes (i.e. to provide or contribute to
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19
20 continuing education) in CP (please attach links or papers)?
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22

23
24 5. Do you have specific research agendas for CP in your training and research
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27 modules and units? If so, please send us details on major CP publications and
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30 grants achieved over the last 5 years.
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34 6. Have you already defined a unified European approach to determining basic
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37 competences in line with the terms specified in the European Certificate in
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40 Psychology (EuroPsy) from July 2013.
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45 In addition, a review of the universities' websites and a comprehensive report
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48 from a Spanish colleague (Herrera Sanchez, 2018) were included in our data. All the
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51 questions were posed under the assumption that respondents were aware of CP as a
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54 discipline.
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Participants

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3 Our questionnaire was sent to 37 member associations of EFPA, nine of which
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6 belong to the European Community Psychology Association (ECPA). The national
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10 psychology associations received the different questions five times (in 2014:
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12
13 November 20, December 11; in 2015: January 28 [ECPA only]; August 17 and
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16 October 31 [EFPA and ECPA]; and April 2018 in Spain). Between the last
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20 investigation waves, the different universities were also contacted by phone or mail.
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Results

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28 Fourteen psychological associations from 37 countries responded to the
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31 questionnaire. Two countries answered that they offer no CP education at all
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34 (Croatia; Czech Republic). Twelve countries reported integrating CP into other fields
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37 of psychology (Finland, Germany, Italy, Malta, Netherland, Norway, Poland, Portugal,
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41 Slovenia, Spain, Turkey, United Kingdom or UK). These countries provided us with at
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45 least some information about CP at their universities, offering modules in CP or
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48 integrate CP topics within different teaching plans. Universities often incorporate CP
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51 content with in programmes like social psychology (four times), health promotion,
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55 prevention and mental health promotion (twice), clinical psychology (once),
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3 environmental psychology (twice), applied psychology (twice), and cultural
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7 psychology (once).
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10 Five countries offer courses in CP on the level of MSc (Italy, Norway, Portugal,
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13 Spain, UK; totaling 20 universities). Two universities (in Portugal and the UK) offer
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16 specialized CP BSc-studies. Italy, Spain and the UK also support doctoral programs
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19 (Ph.D.) in CP, at a total sixteen universities. Postgraduate training in CP is also
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22 offered in Germany, Italy, Norway and Portugal (see Table 1).
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52 All in all, our results clearly show that CP is part of curricula with
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55 comprehensive components in those European universities, as surveyed by EFPA
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58 and the ECPA. We demonstrate that about 32% of all European countries provide
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60 some kind of CP education (details are illustrated in Table 3 in the appendix).

One country that is awaiting inclusion in the EU and which was not listed on
the EFPA membership list also responded, namely Belarus: The University of
Belarus reported that they integrate CP within social psychology on the BSc or Ph.D.

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3 level (e.g. the psychology of social conflicts and their impact). Belarus also reported
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7 that they offer a postgraduate program in CP (no specification was given).
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Community Psychology Profiles

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14 According to the EFPA and ECPA surveys CP offered in European universities
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17 at MSc or BSc degree levels, emphasise different orientations. The majority (12) of
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20 the programmes label themselves as CP programmes, whereas smaller numbers
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23 include CP in programmes focusing on applied social psychology (4) and clinical
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26 psychology (2), and individual programmes also include CP in other types of
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29 programmes (see Figure 1).
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Please Insert Figure 1

Program content

The contents of different CP profiles can be categorised in several ways (see
table 2). One common educational goal is to teach different methodological
techniques (e.g. qualitative methods; Italy, Norway, Spain, UK). Combining
qualitative and quantitative methodology is perhaps the most specific CP attribute.

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4 Theoretical models and key CP concepts (e.g. salutogenesis, the ecological model;
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7 empowerment, well-being, sense of community, justice, social network, inclusion,
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10 participation, prevention, social change, community development, community
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13 profiling) are taught in various European countries (Italy, Portugal, Spain, UK).
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18 These topics also correspond to those in US CP in many aspects. According
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21 to Francescato and Toma (2001) and Francescato and Zani (2010) there is greater
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24 emphasis on political issues, more trans-individual approaches (e.g. community
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27 profiling, globalization) and questions on human rights in European CP than in the
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30 US (Schruijer & Stephenson, 2010). These particularly European features are
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34 attributable to the Second World War and its long-term historical-ethical effects,
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38 more left-wing political sympathies in many European countries, as well as the strong
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41 influence of delayed democratization processes (especially in Portugal, Spain,
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45 Greece and Germany). Several other phenomena may be particular to the European
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49 mindset, such as increasing immigration, worsening social conflicts and social
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52 inequality due to globalization phenomena, and the tendency to combat policies
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55 considered to be capitalistic (see Reich et al., 2017).
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Please insert table 2

Shared interests at universities featuring CP programmes or CP modules are reflected in the research topics below: the study of issues affecting special social groups in the community (gender discrimination, elderly people, migrants, minorities, excluded, homeless people) are among the main research focuses noted at many universities (e.g. those in Barcelona, Brighton, Florence, Girona, Granada, Keele, Lisboa, Manchester Metropolitan, Murcia, Oslo, Sevilla, Torino, Valencia, York St John). Researching ways of how to further peaceful social relations between groups and how to support this goal via mediation strategies are done at four universities (Keele, La Laguna, Oslo, York St John). Approaches to structuring and researching communities and neighbourhoods are incorporated within the concepts of empowerment, participation, social networks, self-help, and sense of community are being offered at nine universities (Bologna, Brighton, East London, Florence, Keele, Lisboa, Sevilla, Torino, York St John). Intervention goals toward prevention, competence development and quality of life are topics at five universities (Florence, Girona, Lillehammer, Malaga, Torin).

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Several universities responded to the questionnaire mentioning their publications and research reports. These universities reveal the strong potential for collaboration among different European countries and universities. Their reports illustrate the potential of CP research and intervention in areas like social engagement (Keele), forming coalitions (Sevilla), community leadership (Lisboa), community profiling (Naples), prevention, psychosocial interventions (Bologna, Florence, Madrid). Working with minorities as research subjects such as the homeless, stigmatised, excluded people, the unemployed, the elderly, people living in unjust and violent environments, or with debts; migration is another key area of research (Barcelona, Bologna, Deusto, Florence, Keele, Lisboa, Naples, York St John, Madrid, Manchester Metropolitan, País Vasco). Some universities specialize in concepts like the capability approach (Lisboa), sense of coherence, self-efficacy, resilience (Slovenia), empowerment (Keele), participation (Bologna, Florence, Manchester Metropolitan), neighbourhoods, self-help (Florence, Malaga). For others, the impact of information technologies and climate change are also research topics related to CP (York St John). Others are concerned about social change among adolescents (Bologna, Florence).

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4 Special community-based research methodologies like action research,
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7 narrative methods, discourse analysis, and artistic research are applied by different
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10 universities (Barcelona, Bologna, Florence, Keele, Manchester Metropolitan and York
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13 St John). In sum, the shared research interests in CP across different European
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16 countries are obvious. There is no doubt that developing many of these community-
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19 oriented research issues and questions into intensive collective efforts and
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24 programmes would offer great enrichment potential for both fields in psychology and
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26
27 many social and societal issues for community development in Europe.
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Core competences in community psychology

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35 Our questionnaire's section on defining core competences in CP (according to
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38 Europsy guidelines) was only answered by three universities (Torino, Bologna and
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40
41 Florence). They all share a pluralistic methodological and theoretical attitude and
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45 focus on analysing contextual information, which must be historically based and
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47
48 associated with resource oriented approaches. From our respondents' answers, CP
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52 competences should be taught in a wide variety of methodologies carrying out
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55 quantitative and qualitative research. Intervention goals should be oriented toward
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59 changing social ties and networks. Clinical interests should be more defined by
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3 interventions to overcome the problems of minorities and migrant populations. The
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7 large variation in CP themes show that universities are just beginning to define core
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10 CP competences as the Europsy guidelines recommend. Key elements of
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14 Community Psychology from the perspective of the Standing Committee of CP, we
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16
17 hope to elaborate upon the few answers we received concerning the basic
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21 competences in CP from a European perspective to stimulate a discussion based on
22
23
24 the limited results from the European Survey on Community Psychology Education
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26
27 and by relying on the current definition of CP competences. This should focus on
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31 extracting key elements within core CP competences, and proposing why these are
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35 necessary.

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38 Some respondents defined basic knowledge, attitudes, and competences of
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41 CP in a manner that approximates the Europsy guidelines. These guidelines define
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45 the quality of higher education in Europe indicating that psychologists' skills reveal
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48 only expertise, and rely on a marketing model to some extent, which is thus
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51
52 sometimes very unlike the participatory model in which the consumer and community
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56 psychologist support something resembling a common competence, to be able to
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59 change people's living circumstances. Attempts have been made to define CP
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competences (e.g. Dalton & Wolfe, 2012) which do not correspond well with the Europsy guidelines (Francescato, 2013; Hazel, 2006; Serrano-García, Pérez-Jiménez, & Rodríguez-Medina, 2017).

In the European tradition, the competence list by the Taskforce and Standing Committee for CP (2013) have outlined the competencies below:

- **Fundamentals:** Community psychologists are able to communicate in various ways in cross-cultural contexts. CP processes depend on our being able to think reflectively and ethically (Arcidiacono, 2017). Interventions must be well in line with the ecological model and committed to resource-based orientations (e.g. personal and relational well-being, quality of life).
- Research skills integrate qualitative and quantitative methods, especially those applicable in complex research areas (e.g. action research, or participatory action research, structural modeling multi-level analysis). Research strategies should note the criteria for success: efficacy, efficiency (capacity building, dissemination) and effectiveness.
- CP interventions should be based on the following orientations and strategies:
Participation and supporting the engagement of citizens, movements,

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3 organisations, communities and political structures. These methods and
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6 strategies are basic to promoting cooperation, to coalition- and network-building,
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9 leadership education, organisational development, community profiling, and public
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11 awareness. The main priorities are the understanding of settings, community-
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13 oriented prevention and (mental) health promotion.
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- 20
21 • A community psychologist's practical role tends to be aligned with that of an
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23 advocate or empowerment practitioner, sharing a strong values orientation, that
24
25 is, clearly focussing on values and human rights. In the context of playing different
26
27 roles according to assignments or tasks, the community psychologist adapts to
28
29 the user's needs and adjust his/her role along the way. Action research principles
30
31 inform us on how that role can be formed through value- based methods and
32
33 guidelines in any psychological practice.
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- 45 • The object of research and practice needs to be considered social-politically as
46
47 both social problems and potentials. The social roles of persons in different
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49 groups within a community need to be analysed (e.g. gender-discriminated
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51 people, minorities, disadvantaged or disabled people, and those who are
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53 neglected culturally or suffer from age discrimination).
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4 Specifying CP competencies in this manner stands in strong contrast to
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7 Europsy guidelines, as they are explicitly committed to ecological, socio-political and
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10 cooperative-participatory approaches. However, authors who have criticised such
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13 definitional approaches (Akhurst, Kagan, Lawthom and Richards (2016) argue that
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16 CP competences defined with no input from the Europsy guidelines rely solely only
17
18 on “good intentions”, i.e., the guidelines of Dalton and Wolfe (2012). Ultimately, such
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21 competence lists are both of limited use and susceptible to misuse if they have not
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24 been compiled within a specific theoretical framework that reveals a humanistic
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27 orientation. At the end, without a clear didactic theory for an action-oriented and
28
29
30 contextual learning theory and without a humanistic orientation, the competence lists
31
32
33 are not just limited - they also susceptible to potential misuse. They can in this case
34
35
36 also encourage a misplaced faith in a biased expert opinion, created out of context
37
38
39 and exerting no emancipatory influence (see also Kagan & Lawthom, 2014). In a
40
41
42 strict sense, these lists would be unacceptable to community psychologists if they
43
44
45 were not the results of a participatory process.
46
47
48
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55 We believe that such lists are particularly susceptible to being misused to
56
57
58 appoint certain individuals without adequate justification. They would be apt to
59
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COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 disintegrate into “expert knowledge” that only serves to benefit those in power. Such
4
5
6
7 an understanding of this kind of competence would become the pawn of those
8
9
10 promoting a neoliberal agenda, they would cause established communities to unravel
11
12
13 and commodify practice of community psychologist. If competencies are not self-
14
15
16
17 determined, they could become reduced to blocks of proficiency and encourage
18
19
20 alienated engagement with learning. Competencies become tick boxes, and students
21
22
23
24 learn only as much as they have to earn that tick.
25
26

27
28 The competence approach is more oriented towards technical 'training' rather
29
30
31 than a values-based 'educational' framework (which would be more discursive and
32
33
34 rooted in ethics and philosophy). We wish to highlight the need to move from a way
35
36
37 of 'doing' to a way of being (see also Dzjadic, Breen & Bishop, 2013). Finally, we
38
39
40
41 argue that the competences proposed run the risk of being deficit-oriented and, as
42
43
44
45 rigid entities, unable to adapt to the needs of specific contexts.
46
47

48
49 If such competence lists were self-determined and reflected in the shared
50
51
52 interest of the beneficiaries of community psychological interventions, we can start
53
54
55 with what Kagan and Lawthom (2014) call a liberatory framework: "... which helps
56
57
58
59 people achieve capacity or capability to work with others in pursuit of greater social
60

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 justice whilst themselves being liberated from the trammels of social convention and
4
5
6
7 the rigour of defined academic disciplines"(p.7). They emphasise problematisation,
8
9
10 conscientisation, politicisation, and experiential growth. All of these must be built on a
11
12
13 relational foundation of deep respect for all individuals and groups, with the concept
14
15
16 of inclusion at its core. Unlike the developed CP competencies, they take a
17
18
19 humanistic approach that supports the emancipatory development of resources and
20
21
22 opportunities. With this orientation, their notions of the collective assets of CP lean
23
24
25 towards Sen's capability approach (1993).
26
27
28
29
30

31 Another way to keep a technological understanding of competences at a
32
33 distance lies in the German Critical Psychology tradition (Holzkamp, 1972). This
34
35 approach assumes that competences can be considered as 'action capacity' in terms
36
37
38 of Karl Marx's epistemological ideas. Action capacity is based on a collective basis,
39
40
41 produced by the inner world of reflexive subjects. This inner world is the dialectical
42
43
44 product of an actual existing society. Action capabilities are the product of a society
45
46
47 living in justice and with harmonising social classes – very distant from a
48
49
50 technological understanding of competences. Capitalist societies are believed to
51
52
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COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 deform the action capacities of repressed people through powerful figures putting
4
5
6
7 their own profit interests first (Schraube, Osterkamp, & Borehain, 2013).
8
9
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11
12

Discussion

13
14
15
16
17 CP competences can only be exploited without contradiction in the perspective
18
19
20 of a world free of injustice and contradictions. Nevertheless, CP needs to address the
21
22
23 contradictions built into the competence approach. The only way to do this is to think
24
25
26 reflectively and maintain the goals and values of CP. Despite different and possibly
27
28
29 contradictory interpretations of CP competences, European universities at least are
30
31
32 teaching and researching CP in a not yet standardised, but comparable and validated
33
34
35 manner. The history of CP already has a long tradition in some European countries
36
37
38 (for an initial Overview, see: Reich et al. 2017; for Italy: Francescato & Zani, 2010,
39
40
41
42 2013; Santinello, Martini & Perkins, 2010). CP programmes (MSc level) are offered in
43
44
45
46
47
48 twenty European universities, some with two main profiles: Community psychology in
49
50
51
52 its pure form and a combination of social psychology and community psychology.
53
54
55 The other universities vary between clinical, organisational psychology, and a
56
57
58
59 pedagogical focus. If one compares the number of European institutions offering CP
60

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 with the present 14 MScprogrammes in CP in the United States, the difference is
4
5
6 quite impressive if we consider the population ratios and CP's brief history in Europe
7
8
9
10 (<http://www.scra27.org/what-we-do/education/academic-programs/>).
11
12

13
14 On the other hand, CP across Europe requires more consistency and
15
16
17 coordination among university educators and much stronger collaboration between
18
19
20 the programmes in different universities. Facing such global problems in different
21
22
23 parts of societies, there are too few higher education programmes specializing in CP
24
25
26 in the EU. Compared with other psychology specialisations such as clinical
27
28
29 psychology, CP needs to be better integrated within the subject at all levels of
30
31
32 psychology training. Only thus can it help to overcome the individualistic view of
33
34
35 psychology training. Only thus can it help to overcome the individualistic view of
36
37
38 social phenomena. Only through a CP perspective can the influence of social
39
40
41 networks, organisations and community systems be shown in practice and research
42
43
44 in clinical or social domains.
45
46
47

48
49 There is a paucity of postgraduate training in CP, and some universities offer
50
51
52 none at all. At first glance, such an education does not appear very cohesive.
53
54
55 Experiences vary - from community psychology conferences to an up to five-year
56
57
58
59
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COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 postgraduate curriculum (Norway). Norwegian postgraduate training candidates
4
5
6
7 eventually earn qualification as “Clinical Community Psychologists”.
8
9

10 Post-communist countries in Eastern Europe seem to have embraced
11
12
13 traditional Clinical Psychology as Western Europe import. We hope that even the
14
15
16 nonresponding European universities in both Eastern and Western Europe will be
17
18
19 interested in CP education because they still seem to be unaware of this field and
20
21
22 thus do acknowledge its potential to address today’s social challenges in their
23
24
25
26
27 societies.
28
29

30
31 Nevertheless, our study does reveal that a relevant number of European
32
33
34 universities are at least integrating CP topics and modules into different areas of
35
36
37 psychology. However, note that our 38% surveys’ response rate is not particularly
38
39
40 high. Several reasons may be responsible for this: although CP can look back on its
41
42
43 sixty-year history, many European psychological departments are unaware it is a
44
45
46 psychological discipline. Thus, our having assumed their being familiar with CP may
47
48
49 have been misleading. There may in fact be little interest in promoting CP in Europe.
50
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54
55 European CP has been influenced by practices in the United States and by the
56
57
58 various cultures and countries in Europe and elsewhere. If European universities are
59
60

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 genuinely interested in promoting communities, they should develop programmes
4
5
6
7 seeking European solutions.
8
9

10 Proposed steps for developing CP in the EU:
11

- 12
13
14 1. **Development of common educational and research goals:** Collaboration between
15
16
17 universities teaching CP could be the first step. Current CP curricula at
18
19
20
21 universities share many educational and research goals. There is no doubt that
22
23
24 developing many of these community-oriented research and educational aims
25
26
27 encouraging intensively coordinated efforts and programs would substantially
28
29
30
31 enhance other areas of psychology and offer high potential for mutual benefit in
32
33
34 other areas of psychology; they would also address many social and societal
35
36
37
38 issues affecting community development in Europe.
39
40
41
- 42 2. **European Grants:** The rich body of research and teaching of CP in Europe should
43
44
45 also be promoted and supported by shared European grants.
46
47
48
- 49 3. **Systematic exchange** of curricula, teachers and students: Ongoing collaboration
50
51
52 therefore seems necessary to connect CP programmes by exchanging teachers,
53
54
55
56 students, their values and fundamentals and by developing different profiles in
57
58
59 order to collaborate with and learn from each other.
60

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3
4 4. **CP development aid for interested countries:** It would be a huge advantage to

5
6
7 'give CP away' as an exchange of learning materials and teachers especially in

8
9
10 those countries revealing little interest in teaching and researching CP.

11
12
13 Universities offering CP programs should be enabled to export learning modules

14
15
16 and exchange teaching staff into EU countries with low CP profiles. Students

17
18
19 exchanges should also be promoted.

20
21
22 5. **European profile:** In an international comparison, specifically European

23
24
25 approaches to CP should be given particular attention. A focus on socio-political

26
27
28 aspects of community life could be a leading topic in the EU. It is especially

29
30
31 important to strengthen CP's democratising mission by stressing human rights.

32
33
34 We therefore especially need the development and exchange of CP modules to

35
36
37 be able to analyse common pathogenic features of society and community life

38
39
40 and to enable emancipated CP in teaching and research. The European's

41
42
43 approach's strong character is to search for a close connection with related fields

44
45
46 such as Educational Psychology, Health Promotion, Organisational Psychology

47
48
49 and Applied Social Psychology Clinical psychology and psychotherapy should

50
51
52 also remain in focus, as mental health in clinical and other contexts cannot be

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

1
2
3 understood in a contextual vacuum filled by the CP perspective and educational
4
5
6
7 background acquired in higher education (Roehrle & Strouse, 2019).
8
9

- 10
11 **6. Further development of the EuroPsy:** An important path to expand and deepen
12
13 the significance of CP is the European Certificate in Psychology. The minimal
14
15 standards for every training programme in European universities' psychology
16
17
18 curricula should cover some. CP topics in different fields of psychology (also by
19
20
21 noting the sources of different disciplinary knowledge). Next, explicit modules or
22
23
24 groups of modules in CP should be required. One important step from the
25
26
27 community psychologist s' point of view should be a process to inspire the
28
29
30
31 interests and knowledge of CP in civil society. It will be very difficult to incorporate
32
33
34 the current training approaches in CP with an emancipatory orientation, as
35
36
37 outlined above, within traditional psychology education. The Europsy guidelines
38
39
40
41 should be expanded to incorporate influences originating in social services, user
42
43
44 associations, from informed citizens or special institutions such as the Living
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51
52 Knowledge Science Shops as the European Commission promotes.
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For Peer Review

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Table 1: Educational Structure in Community Psychology

	EFPA-members	No CPS	Integrated	MSc	BSc	PhD	Post-graduate
1.	Croatia	(g)					
2.	Czech Republic	(g)					
3.	Finland		(g)				
4.	Germany	(14)	(1)				(g)
5.	Italy		(6)	(3)		(1)	(2)
6.	Malta		(1)				
7.	Netherlands		(2)				
8.	Norway		(2)	(1)			(g)
9.	Poland		(1)				
10.	Portugal		(1)	(1)	(1)		(1)
11.	Slovenia		(g)				
12.	Spain		(12)	(12)		(12)	
13.	Turkey		(g)				
14.	United Kingdom		(6)	(3)	(1)	(3)	(2)

Number in parenthesis: Number of universities in each country; (g): no specified university; Integrated: Community Psychology modules are integrated in various psychology programs; MSc: Master of Science; BSc: Bachelor of Science; PhD: Doctoral programs.

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Table 2 Educational content in community psychology (MSc, BSc)

Themes	Country
Methods and methodology	Italy, Norway, Spain, United Kingdom
CP models (e.g. salutogenesis, ecology)	Italy, Spain
Social conditions of mental health	Norway, Portugal, United Kingdom
Central CP concepts (empowerment, well-being, sense of community, justice, social network, inclusion, participation, identity)	Italy, Portugal, Spain
Critical (social) psychology	Norway, United Kingdom
Prevention, health promotion, mediation	Italy, Portugal, Spain
Social change, community development, community profiling, social policy	Italy, Portugal, Spain
Ethics	Italy, Portugal, Spain
Sexual health	Italy, Portugal, Spain
School	Italy
Practical training	Italy, Portugal, Spain, United Kingdom
Special groups (gender, elderly)	Spain
Culture	Spain
Special problem groups (drug, violence)	Spain

CP: Community Psychology

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Appendix

Table 3 Educational programs in Community Psychology

University	Country	BSc	MSc	PhD	Post Graduate	Integrated (CP Modules in BSc, MSc, PhD)
(not specified)	Finland					Social Psychology
Marburg	Germany				Psychotherapy, CP	Psychology (Social Psychology, Prevention)
Bologna	Italy		CP & Schools			Education & Psychology
Florence	Italy				CP-Summer school	Psychology (Groups, Empowerment)
Genoa	Italy					Psychology
Naples (Frederico II)	Italy		CP and clinical psychology		Family Mediation	Psychological Science and techniques
Salento/ Lecce	Italy					Methodology in Social Intervention
Torino	Italy		Clinical Psychology: Health & community interventions			Psychology
Malta	Malta					Psychology, Health Psychology (Community Mental Health, Prevention, Health Promotion)
Bergen	Norway				CP	Public Health, Health Science
Oslo	Norway		Health, Development, and Society		CP	Health Development and Society (Social Conflict, Justice in Community, Identity, Critical Psychology)
Opole University	Poland					Psychology
Lisboa	Portugal	Community Development	CP	CP	CP Courses	Psychology, Clinical. Organizational, Educational, Health, Psycho-Criminology
(not specified)	Slovenia					Psychology (Social Psychology, Social Pathology, Public Mental Health)

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Table 3 Education in Community Psychology in Europe (cont. 1)

University	Country	BSc	MSc	PhD	Post Graduate	Integrated (CPS Modules in BSc, MSc, PhD)
1. Granada	Spain		Psychology of Social Intervention	e.g. Social Education Psychology, Inequality, Violence		Psychology
2. Malaga	Spain		Social and Community Research and Intervention	Psychology of Social intervention		Psychology
3. Sevilla	Spain		Social and Community Intervention	Culture, Diversity, Citizenship		Psychology
4. La Laguna/Las Palmas	Spain		Family, Social and Community intervention and Mediation	Mediation, Violence, Intervention against Prejudice, Discrimination, Organizations, Environmental Psychology		Psychology
5. Autonomous University of Barcelona	Spain		Psychosocial Research and Intervention	Public Action, Policies, social Networks, Gender, Identity, Wellbeing		Psychology
6. Universities of Barcelona/Girona	Spain		Psychosocial Intervention	Environmental Psychology		Psychology

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Table 3 Education in Community Psychology in Europe (cont. 2)

University	Country	BSc	MSc	PhD	Post Graduate	Integrated (CPS Modules in BSc, MSc, PhD)
7. Valencia	Spain		Psychological Intervention in the Social Environment	Clinical Psychology, Health, Social representations, Organizational Interventions		Psychology
8. Autonomous University of Madrid	Spain		Psychosocial and Community Intervention	Social Psychology, Violence, Environmental Psychology		Psychology
9. University Complutense Madrid	Spain		Social Psychology	Social, Educational Work		Psychology
10. Murcia	Spain		Psychology of Social Intervention	Social Psychology, Gender, Health, Employment, Acculturation		Psychology
11. Deusto	Spain		Psychology of Social Intervention	Quality of life, inclusion		Psychology
12. Pais Vasco	Spain		Organizational Psychology and Psychosocial Intervention	Culture, Migration, community oriented Coping, Health, Resilience, Gender		Psychology

COMMUNITY PSYCHOLOGY EDUCATION IN EUROPE

Table 3 Education in Community Psychology in Europe (cont. 3)

University	Country	BSc	MSc	PhD	Post Graduate	Integrated (CPS Modules in BSc, MSc, PhD)
Not specified	Turkey					1-2 Programs are offering CP
Brighton	United Kingdom		CP	Health, Well-Being, social Spaces		Psychology
East London	United Kingdom	Clinical & CP	Clinical & CP	Education and Communities		Psychology
Keele University	United Kingdom					Applied Social and Political Psychology, Psychology of Health and Well-being
London School of Economics	United Kingdom					Health, Community and Development
Manchester Metropolitan University	United Kingdom			Health, Psychology & Communities	Special topics: e.g. Homelessness	Psychology
St John University	United Kingdom		Community and Critical Psychology		Supervision	Psychology

COMMUNITY PSYCHOLOGY IN HIGHER EDUCATION IN EUROPE

Figure 1 Profiles in Community Psychology on the level of MSc and BSc

