



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Methods and Techniques of Intervention For The Promotion of Wellness

2021-2-F5106P023

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#### Learning area

Experiential learning

#### Learning objectives

##### *Knowledge and understanding*

- Current issues in well-being promotion
- Difference between well-being promotion and maladjustment prevention.
- Specific nature of methods and instruments of well-being promotion

##### *Applying knowledge and understanding*

- Ability to perform demand analysis
- Ability to identify proper methods and techniques to specific targets
- Ability to identify proper methods and techniques to specific objectives

#### Contents

The laboratory presents an array of techniques to be used in the domain of wellbeing promotion. The methodology

used in the training meetings is consistent with a maieutic approach.

## **Detailed program**

- Salutogenesis and wellbeing
- Wellbeing survey
- Narrative techniques for wellbeing promotion
- Digital techniques for wellbeing promotion
- Aims, techniques, expected results: how to project wellbeing promotion

## **Prerequisites**

None in particular.

## **Teaching methods**

The methodology used in training sessions is consistent with a maieutic approach. Each student will therefore have the opportunity to experiment in action. There will always be a sharing and a cognitive-experiential group listening and a theoretical-methodological systematization of what has been experienced.

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## **Assessment methods**

During the workshop, students are going to experience some methods and techniques for well-being promotion and to realize independently a short intervention. To receive the approval students are required to attend 75% of the lessons, perform the proposed techniques and deliver the file containing the report related to the intervention.

## **Textbooks and Reading Materials**

Le pratiche della psicologia positiva. Strumenti e prospettive. A cura di Chiara Ruini, Marta Scignaro, Marta Bassi, Andrea Fianco. Franco Angeli, 2017

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