



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Consultancy in Educational Discomfort: Theories and Practices

2021-2-F8501R011

Course title

Experiencing discomfort: an educational gaze. Interpretative and operational ways for acting educational consultancy.

Topics and course structure

Consultancy is understood as a second level pedagogical intervention addressed to educational services, schools, educators, and teachers. Taking into account both the constraints and the possibilities of pedagogical consultancy, the course examines in depth different theoretical and practical models of consultancy for understanding the complexity of the current experience of discomfort.

The main topics of the course are the following:

Discomfort and its social origins: the relationship among discomfort, its representations and treatment.

Representations of consultancy in situations of discomfort;

Consultancy on educational discomfort as a reflective and critical research work;

Discomfort and human existence;

Discomfort and informal education: the connotation of historical cultural discomfort between social exclusion and inclusion;

Discomfort, formal and not formal education: the current shape of educational discomfort

The position of the pedagogical consultant in the present social and educational scenario: methodologies and designs.

The pedagogical consultancy in the mental health area.

Objectives

Identify various consulting models, gazes and practices; Critically analyze situations of educational discomfort. Critically reflect on the models of pedagogical consultancy in order to identify the most adequate to read the complexity of both educational situations and educational discomfort, with a specific focus in the mental health area.

Methodologies

Although the course will take place on-line during the health emergency for COVID-19, foreseeing video-taped and video-synchronous lessons, teaching methods will stimulate reflection on various educational situations, promoting both discussions in large group and activities in small groups (case studies, problem solving, etc.), as much as possible in the virtual classroom.

Online and offline teaching materials

Case work, slides, videos. If possible, available online.

Programme and references for attending students

In conclusion, the course intends to give knowledge and stimulate reflections about the current experience of life, that is affected by a wide spread sense of discomfort. Moreover, it aims to identify conditions, characteristics, attitudes, and instruments that are required in order to construct a pedagogical position that will stay between risk

and creativity.

In particular, the course will focus on the mental health experiences nowadays, in order to go in deep in this disease, and to identify the consultant's position, his/her theoretical background and his/her professional skills.

Particularly, the contemporary experience of mental health and mental disease will be taken into consideration. It will be the occasion both for deepening a specific dimension of the contemporary discomfort both for defining the role, the professional instruments and competencies of the consultant.

Moreover, the reference to the mental health area requires a deepened and precise definition of the educational gaze: in this area, in fact, educational professionals daily meet with knowledge and practices of different disciplines.

Students have to study:

Palmieri C. (a cura di) (2012), Crisi sociale e disagio educativo. Spunti di ricerca pedagogica, Franco Angeli, Milano.

Gambacorti-Passerini M.B. (2020), La consulenza pedagogica nel disagio educativo. Teorie e pratiche professionali in salute mentale, Franco Angeli, Milano.

Cerrocchi L. & Dozza L. (a cura di) (2020), Contesti educativi per il sociale. Vol. II. Progettualità, professioni e setting per il disagio e le emergenze, Franco Angeli, Milano.

Ferrante A., Gambacorti-Passerini M.B. & Palmieri C. (a cura di) (2020), L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale, Guerini e Associati, Milano.

In addition, students have to choose one book in the following list, focused on rethinking the experience of discomfort (with a specific focus on the mental health area) from the point of view of different disciplines:

For an educational point of view:

Brambilla L., Palmieri C., a cura di, (2010), Educare leggermente. Esperienze di residenzialità territoriale in salute mentale, Franco Angeli, Milano.

Fadda R. (1997), La cura, la forma, il rischio. Percorsi di

psichiatria e pedagogia critica, Unicopli, Milano.

Freire P. (2018), Pedagogia degli oppressi, Edizioni Gruppo Abele, Torino.

Galanti A. (2007), Sofferenza psichica e pedagogia. Educare all'ansia, alla fragilità e alla solitudine, Carocci, Roma.

Gambacorti-Passerini M.B. (2016), Pedagogia e medicina: un incontro possibile. Un'esperienza di ricerca in salute mentale, Franco Angeli, Milano.

Lizzola I. (2002), Aver cura della vita. L'educazione nella prova: la sofferenza, il congedo, il nuovo inizio, Città Aperta, Troina (EN).

Palmieri C. & Gambacorti-Passerini M.B. (2018), Il lavoro educativo in salute mentale. Una sfida pedagogica, Guerini e Associati, Milano.

Pagano G. & Sabatano F. (2020), Oltre il disagio. Il lavoro educativo tra scuola, famiglia ed esperienze di comunità, Guerini e Associati, Milano.

For a philosophical point of view:

Foucault M. (2006), Il potere psichiatrico. Corso al Collège de France (1973-1974), Feltrinelli, Milano.

For a sociological point of view:

Bauman Z. (), Modus vivendi. Inferno e utopia del mondo liquido, Laterza, Roma-Bari.

Micheli G.A. (2013), Il vento in faccia. Storie passate e sfide presenti di una psichiatria senza manicomio, Franco Angeli, Milano.

For a psychiatric point of view:

Basaglia F. (1982), Scritti: 1968-1980. Dall'apertura del manicomio alla nuova legge sull'assistenza psichiatrica, Einaudi, Torino.

Binswanger L. (2015), La psichiatria come scienza dell'uomo, Mimesis, Milano.

Maone A., D'Avanzo B. (2015), Recovery. Nuovi paradigmi per la salute mentale, Cortina, Milano.

Saraceno B. (2014), Discorso globale, sofferenze locali. Analisi critica del movimento di salute mentale, Il Saggiatore, Milano.

For a multidisciplinary point of view:

Consorzio Cascina Clarabella (a cura di) (2018), I luoghi del possibile. Fare salute mentale oggi, Le Matite di Animazione Sociale, Torino.

If someone will have difficulty in finding the book that can be chosen in the list, because of the health emergency, it can be replaced by the study of **all** the following articles:

Gambacorti-Passerini M.B., Palmieri C. & Zannini L. (2017). *Bene comune e salute mentale di comunità: il contributo dell'educazione*, in *MeTis. Mondi educativi. Temi, indagini, suggestioni*, anno VII-2-12(13), pp. 141-164, <http://www.metisjournal.it/index.php/metis/article/view/19>

Meek F., Specht J. & Rodger S. (2017). *A Mental Health Training Format for Adult Education Teachers*, in *Canadian Journal of School Psychology*, 32(2) 103–121, <https://journals.sagepub.com/doi/pdf/10.1177/0829573516645099>

Whitley J., Smith D. & Vaillancourt T. (2012), *Promoting Mental Health Literacy Among Educators: Critical in School- Based Prevention and Intervention*, in *Canadian Journal of School Psychology*, 28(1): 56-70, <https://journals.sagepub.com/doi/pdf/10.1177/0829573512468852>

Young S. L., & Ensing D. S. (1999). *Exploring recovery from the perspective of people with psychiatric disabilities*, in *Psychiatric Rehabilitation Journal*, 22(3), 219–231. <https://doi.org/10.1037/h0095240> (the article can be found on the University Library web site).

Erasmus students have to study:

Dewey J. (1938), *Experience and Education*, Kappa Delta Pi, New York.

Dahlberg K., Dahlberg H. & Nyström M. (2008), *Reflective Lifeworld Research*, Student Litteratur, Hungary.

Malti T. & Noam G. (2009), *Where youth development meets mental health and education: the RALLY approach*, Jossey-Bass, San Francisco.

Programme and references for non-attending students

CFR. programme and references for attending students.

Assessment methods

Students can be defined as “attending” if they participate in specific practical lessons where group-works will be realized and discussed. Dates for these lessons will be communicated during the first lesson.

Students attending the course have to take an oral examination where they will present an original “product”, that will be a critical synthesis of both the main topics of the course and individual learning. References to all the texts in the programme and to the works realized in the virtual classroom must be present in the “product”.

This “product” could be: a report, a presentation, an object or a collection of objects, an artificial, an image, a metaphor, a poetry, a song, etc.. This product should help students to reconstruct scenarios and reflections developed during the course and to express an autonomous pedagogical position about the learning experience they lived.

Students not attending the course

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For students who didn't attend the course, the oral examination will be focused on the evaluation of the following points:

books knowledge;

ability to argue autonomously and critically about transversal topics of the books;

ability to connect what has been studied with his/her own professional and personal experience;

ability to use acquired knowledge in order to identify and understand situations of educational discomfort;

ability to use acquired knowledge in order to: plan educational interventions in situation of discomfort; prepare educational contexts; develop strategies of pedagogical consultancy.

Information about the exam session of January and February 2021: the exams will be online via Webex. The link for students can be found on the e-learning page of the course.

The public links are reported here:

22nd February 2021 (h. 9:30 a.m.)

<https://unimib.webex.com/unimib/j.php?MTID=m8358f00886aeab08c8e7a9c6615efd12>

Password: 22febbraio2021

Office hours

Writing to: maria.gambacorti@unimib.it

Programme validity

Programme lasts two a.y.

Course tutors and assistants

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D.ssa Silvia Lamperti

Dott. Luca Bassi
