



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Consulenza nel Disagio Educativo: Teorie e Pratiche

2122-2-F8501R011

Course title

Experiencing distress in the contemporary world: an educational gaze. Interpretative and operational ways for acting educational consultancy.

Topics and course structure

The course introduces a critical reflection about the educational distress. In order to understand how the present configurations of distress affect educational contexts and experiences, the idea of educational distress will be examined, showing its nature of social construction and structural human condition. This leads to questioning about the distress experience that educational services live today.

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 distress.

The main topics of the course are the following:

Distress as a possible educational object

Distress and its social origins: the relationship among distress, its representations and treatment.

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

Distress and human existence;

Distress and informal education: the connotation of historical cultural distress between social exclusion and inclusion;

Distress, formal and not formal education: the current shape of educational distress

Representations of consultancy in situations of distress;

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

- Identifying various consulting models, gazes and practices.
- Critically analyzing situations of educational distress.
- Critically reflecting on the models of pedagogical consultancy in order to identify the most adequate to read the complexity of both educational situations and educational distress, with a specific focus in the mental health area.

Methodologies

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.).

The course will be held in Italian.

Online and offline teaching materials

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

Programme and references for attending students

Can distress be understood as an object of educational work and pedagogical counseling?

How can educational professionals operate "inside" the distress?

In answering these questions and in describing educational distress as something structurally inherent to the educational experience, the course intends to present the experience of distress in the contemporary world, offering insights and pedagogical directions with respect to what, since years, has been defined as "social crisis".

The course deals with the relationship between social crisis and educational distress. In our daily discussions, the crisis is related to common or individual situations of disease, which are considered as urgent ones. How are these situations generated and what is the responsibility of the formal, not formal, informal education? It is a well known fact that experiences that schools and educational services offer could be either accomplices or victims of the present crisis. In this situation, is it possible to identify another position for the formal and not formal educational world? How could formal and not formal education suggest new strategies, avoiding both illusion of safety and risks of destruction of itself? In order to answer these questions, consultancy on the educational distress comes on the fore. Therefore, the consultant is required to define his/her specific position in relation to the present situation of crisis and educational distress. It is a complex position, that cannot be completely defined, and that is characterized by certain degree of risk and creativity at the same time.

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 distress. 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 distress, and to identify the consultant's position, his/her theoretical background and his/her professional skills. This is a very relevant issue today in a world that is about to face the consequences of the Covid-19 pandemic on the mental health of minors, adults and the elderly, as well as on all educational contexts, from school to vocational and university training, to educational services, socio-educational and social assistance.

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 distress 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.

Finally, by thematizing the specificity of the consultancy, the course intends to promote a strong link between the practices and the educational theories that support them, presenting different approaches for thinking and acting pedagogical consultancy in educational distress.

Students have to study:

1. Palmieri C. & Gambacorti-Passerini M.B. (a cura di) (2021 In corso di stampa), "Disagio e lavoro educativo: prospettive contemporaneità", Franco Angeli, Milano.
2. Gambacorti-Passerini M.B. (2020), "La consulenza pedagogica nel disagio educativo. Teorie e pratiche professionali", Franco Angeli, Milano.
3. Cornacchia M. & Tramma S (a cura di) (2019), "Vulnerabilità in età adulta. Uno sguardo pedagogico", Carocci, Roma.
4. Cerrocchi L. & Dozza L. (a cura di) (2020), "Contesti educativi per il sociale. Vol. II. Progettualità, professioni e setting", Franco Angeli, Milano.

In addition, students have to choose one book in the following list, focused on rethinking the experience of distress (mostly from the point of view of different disciplines:

For an educational point of view:

Annacontini G. (2019), "Imparare a essere forti. Segnavia di pedagogia della salute per pensare la relazione di cura", Proged

Brambilla L. & Rizzo M., (a cura di) (2020), "Giovani, modelli e territori. Esplorazioni pedagogiche attorno al divenire di ragazzi", Franco Angeli, Milano.

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

Bruzzone D. & Zannini L. (a cura di) (2021), "Sfidare i tabù della cura. Percorsi di formazione emotiva dei professionisti", 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.

Gagliardo M., Rizzo S., Tarsia T. & Vergani E. (a cura di) (2018), "Corporeità. Pratiche educative nell'incontro con i corpi in crisi", Franco Angeli, Milano.

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.

Marescotti E. (2020), "Adolescenza e dintorni. Il valore dell'adulità, il senso dell'educazione", Franco Angeli, Milano.

Palmieri C. & Gambacorti-Passerini M.B. (2019), "Il lavoro educativo in salute mentale. Una sfida pedagogica", Guerini e Associati, Milano.

Pagano G. & Sabatano F. (a cura di) (2020), "Oltre il disagio. Il lavoro educativo tra scuola, famiglia ed esperienze di comunità", Franco Angeli, 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. (2007), "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:

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:

1. 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>
2. 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>
3. 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>
4. 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:

1. Dewey J. (1938), "Experience and Education", Kappa Delta Pi, New York.
2. Dahlberg K., Dahlberg H. & Nyström M. (2008), "Reflective Lifeworld Research", Student Litteratur, Hungary.
3. Malti T. & Noam G. (2009), "Where youth development meets mental health and education: the RALLY approach", Jossey-Bass, San Francisco.

For every difficulty in finding references, please contact the teacher: maria.gambacorti@unimib.it

Programme and references for non-attending students

CFR. programme and references for attending students.

Assessment methods

The criteria for the distinction between attending and non-attending students will be indicated as soon as it

will be possible to know how the course will be delivered (in presence or online).

Students attending the course

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”. A particular reference should be made to the chosen text, motivating the choice and identifying its contribution in the construction of the training path experienced during the course.

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.

The exam will start from the discussion of the product and can then focus on an in-depth exploration of the contents of the texts in the bibliography.

Students not attending the course

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 distress;

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

Office hours

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January and February 2022 exams:

As stated by the rector, (<https://www.unimib.it/news/pubblicato-nuovo-decreto-rettoriale-712022-sullorganizzazione-delle-attivit -didattiche>), January and February 2022 exams will be online at the following link:

<https://unimib.webex.com/meet/maria.gambacorti>

Programme validity

Programme lasts two a.y.

Course tutors and assistants

D.ssa Cristina Savino

D.ssa Silvia Lamperti

Dott. Luca Bassi
