UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Consulenza nel Disagio Educativo: Teorie e Pratiche

2223-2-F8501R011

Course title

Distress and educational work in the experience of contemporaneity: educational reasoning for consultancy

Topics and course structure

The teaching proposes a critical reflection on educational distress, showing the intertwining between representations and treatment of what is commonly referred to as “distress”.
More specifically, educational discomfort as a social construct is deepened, questioning its meaning of “individual fact” and trying to understand it, instead, as an educational situation.
Furthermore, starting from the hypothesis that the experience of distress is intrinsic to the human condition itself, but at the same time it is historically determined, the lessons wonder how it currently influences and questions education, in particular as an institutional and formal experience. This leads us to ask ourselves about the forms of distress experienced in particular by the world of current educational work.
Counseling is therefore proposed as a second level pedagogical intervention aimed mainly at services and educators or teachers, to address the experienced distress. Within a theming of the field of pedagogical counseling, the course offers an in-depth study of some theoretical and practical models capable of intercepting and interpreting the complexity of educational distress according to different approaches.

The course will address the following issues:

• Distress as a social construct: between representation and treatment;
• Distress as an object of pedagogical thinking;
• Distress and existence;
• Distress and widespread education: the historical and cultural connotation of the distress between exclusion and social inclusion;
• Distress and intentional education: the current form of educational distress;
• Educational distress in the contemporary experience (specific references will examine the experience of the

health emergency starting from 2020);
• Educational distress and the area of mental health;
• Representations of counseling in situations of distress and proposal of a way of interpreting counseling in educational distress as a critical, reflective and second-level research work with respect to the educational experience;
• Look and positioning of the pedagogical consultant in the current social and educational scenario: methodological hypotheses and projectual dimensions;
• Positioning of the pedagogical consultant in the area of mental health: challenges and opportunities;

Objectives

- Understanding, deconstructing and problematizing the concept of “distress”, knowing how to identify the components connected with education;
- Identifying models, looks and postures of pedagogical counseling with respect to educational distress;
- Understanding, deconstructing and problematizing situations of educational distress by asking about the most appropriate methods and approaches of pedagogical counseling, with specific reference to the area of mental health.

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 in the virtual classroom.

Programme and references for attending students

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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 distress as something structurally inherent to the educational experience, the course intends to cross the experience of distress in the contemporary world, offering insights and directions for pedagogical reflection.
How are situations of hardship generated today and what responsibility does formal, non-formal or informal education have in this? In fact, it is a widespread feeling that the educational experiences offered by the world of schools or services are from time to time accomplices or victims of contemporary experiences of distress. However, the lessons wonder if an alternative position can be identified, capable of putting the world of formal and non-formal education in the conditions of acting proactively, avoiding both salvific illusions and self-destructive drifts.
The space of the consulting work in the educational distress can open up precisely starting from the search for such a position. This requires the consultant to define a specific position with respect to the current situation of widespread educational distress: a position certainly never defined once and for all, but characterized at the same time by risk and creativity. Consistently with these questions and hypotheses, the course intends to provide elements of knowledge and reflection on the dimensions that structure the experience of contemporary life, leading it to assume connotations of distress, and to identify together with the students conditions, characteristics,

attitudes, essential tools for the construction or recognition of a pedagogical position that juggles at the same time between taking risk and developing creativity. This is a very relevant issue today in a world that is about to face the consequences of the 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. The reference to the health emergency situation that occurred starting from 2020 will be an interesting link that the course will propose to thematize the experience of distress in the contemporary world, its educational implications and possible pedagogical trajectories oriented to a consultancy work.
In addition, in particular, the current experience of health and mental distress will be taken into consideration, with the aim of both investigating a specific dimension of contemporary distress, and to outline the position of the pedagogical consultant, his/her theoretical tools and his/her professional skills. The reference to the field of mental health, in fact, requires an in-depth and precise thematization of the pedagogical gaze, where it encounters knowledge and practices of different disciplines every day.
Finally, to thematize the specificity of the consultancy intervention, the course intends to promote a firm anchoring of the practices to the pedagogical theories that support them, presenting and analyzing in detail different approaches for thinking and acting pedagogical counseling in educational distress, which will be experienced directly by students through work on concrete cases and situations.

Students have to study:

1. Palmieri C. & Gambacorti-Passerini M.B. (a cura di) (2021 In corso di stampa), Disagio e lavoro educativo: prospettive pedagogiche nell'esperienza della contemporaneità, Franco Angeli, Milano.

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

3. Cornacchia M. & Tramma S (a cura di) (2019), Vulnerabilità in età adulta. Uno sguardo pedagogico, Carocci, Roma.

4. Ferrante A., Galimberti A. & Gambacorti-Passerini M.B. (2022) (In corso di stampa), Ecologie della formazione: inclusione, disagio, lavoro, Franco Angeli, Milano.

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

For an educational point of view:
5. Annacontini G. (2019), Imparare a essere forti. Segnavia di pedagogia della salute per pensare la relazione di cura, Progedit, Bari.
6. Brambilla L. & Rizzo M. (a cura di) (2020), Giovani, modelli e territori. Esplorazioni pedagogiche attorno al divenire di ragazzi e ragazze nella contemporaneità, Franco Angeli, Milano.
7. Bruzzone D. & Zannini L. (a cura di) (2021), Sfidare i tabù della cura. Percorsi di formazione emotiva dei professionisti, Franco Angeli, Milano.
8. Freire P. (2018), Pedagogia degli oppressi, Edizioni Gruppo Abele, Torino.
9. Gagliardo M., Rizzo S., Tarsia T. & Vergani E., (a cura di) (2018), Corporeità. Pratiche educative nell'incontro con i corpi in crescita, Franco Angeli, Milano.
10. Galanti A. (2007), Sofferenza psichica e pedagogia. Educare all'ansia, alla fragilità e alla solitudine, Carocci, Roma.
11. Gambacorti-Passerini M.B. (2016), Pedagogia e medicina: un incontro possibile. Un'esperienza di ricerca in salute mentale, Franco Angeli, Milano.
12. Marescotti E. (2020), Adultescenza e dintorni. Il valore dell'adultità, il senso dell'educazione, Franco Angeli, Milano.
13. Palmieri C. & Gambacorti-Passerini M.B. (2019), Il lavoro educativo in salute mentale. Una sfida pedagogica, Guerini e Associati, Milano.
14. Pagano G. & Sabatano F. (a cura di) (2020), Oltre il disagio. Il lavoro educativo tra scuola, famiglia ed esperienze di comunità, Guerini e Associati, Milano.

15. Pasta S. & Santerini M. (2021), Nemmeno con un click. Ragazze e odio online, Franco Angeli, Milano.
16. Sottocorno M. (2022), Il fenomeno della povertà educativa. Criticità e sfide per la pedagogia contemporanea, Guerini e Associati, Milano.
17. Zannoni F. (2022), Educare nelle periferie. Descrivere, comprendere, progettare, Franco Angeli, Milano.

For a philosophical point of view:
17. Foucault M. (2006), Il potere psichiatrico. Corso al Collège de France (1973-1974), Feltrinelli, Milano.

For a sociological point of view:
18. Bauman Z. (2007), Modus vivendi. Inferno e utopia del mondo liquido, Laterza, Roma-Bari.
19. 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:
20. Basaglia F. (1982), Scritti: 1968-1980. Dall'apertura del manicomio alla nuova legge sull'assistenza psichiatrica, Einaudi, Torino.
21. Binswanger L. (2015), La psichiatria come scienza dell'uomo, Mimesis, Milano.
22. Maone A., D'Avanzo B. (2015), Recovery. Nuovi paradigmi per la salute mentale, Cortina, Milano.
23. Saraceno B. (2014), Discorso globale, sofferenze locali. Analisi critica del movimento di salute mentale, Il Saggiatore, Milano.

For a multidisciplinary point of view:
24. Consorzio Cascina Clarabella (a cura di) (2018), I luoghi del possibile. Fare salute mentale oggi, Le Matite di Animazione Sociale, Torino.

The book that can be chosen in the list can also be replaced with the study of ALL the following scientific articles, also available through the search engine of the University Library:

1. Ferrante A. & Galimberti A. (2018), Interrogare le transizioni tra contesti di apprendimento. Un confronto tra differenti approcci teorici, in Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education, 13(3) https://doi.org/10.6092/issn.1970-2221/7846.
2. Gambacorti-Passerini M.B. (2021). Educating to prevent youth (aged 16– 24) mental distress: giving meaning to an educational effort, in Encyclopaideia, 25(59), pp. 83-95, https://doi.org/10.6092/issn.1825-8670/11628
3. Meek F., Specht J. & Rodger S. (2017). A Mental Health Training Format for Adult Education Teachers, in Canadian Journal of School Psychology, 32(2), pp. 103–121, https://journals.sagepub.com/doi/pdf/10.1177/0829573516645099
4. Morganti C., Porcellana M., Biancorosso C., Fontana R., Lanzo F., Malchiodi F., Mastromo D., Motto D., Oltolina M., Savino C., Vairelli F., Zanobio A. & Percudani M. (2019). L'esperienza budget di salute di comunità dell'ASST Grande Ospedale Metropolitano Niguarda con aMIcittà, in Psichiatria Oggi, XXXII(1), pp. 88-94.

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.

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 in the first lesson.

Students attending the course

For attending students, the exam will consist of an oral interview, in which each student will present and discuss a “product”, created independently in order to summarize the fundamental steps of the path followed and critically express the educational gain that everyone was able to draw from the course. The “product” must contain references to the group work carried out in the classroom and to all the texts studied. 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. The “product” can take any form: a writing, a presentation, an object, a collection of objects, an artifact, an image, a metaphor, a poem, a song, etc .; something that helps not only to reconstruct scenarios and reflections created during the course, but also to structure and express an autonomous pedagogical position regarding the experience lived in the course and also reworked through the study of the texts, which must necessarily be cited. The interview will start from the discussion of the paper and can then focus on an in-depth study 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

By appointment, writing to: maria.gambacorti@unimib.it

Programme validity

The programme lasts two a.y.

Course tutors and assistants

D.ssa Cristina Savino

D.ssa Silvia Lamperti

Dott. Luca Bassi

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | PEACE, JUSTICE AND STRONG INSTITUTIONS