UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Consulenza Clinica nella Formazione: Teorie e Pratiche con Laboratorio

2324-2-F8501R055

Course title

Clinical-pedagogical consultancy: for a transgenerational taking care of individual and collective educational needs.

Topics and course structure

The clinical-pedagogical consultancy model will be presented, as well the professional practices for its implementation. . The educator who wants to do clinical-pedagogical consultancy must think about having to deal with ‘problems’ – in the wide sense of the term – to be learnt and identified, to read, analyse and explore with respect to which to construct hypotheses of better understanding and work, like any other professional. The pedagogical consultant takes care of the educational and existential history of the people, helping them in giving it new meanings and light. A very important aspect is given by the attention paid to the transgenerational dimension in the life stories and in groups. An essential dimension too is that one of the pedagogical latencies: the places in shadow which, if not considered, make every attempt at understanding and transformation vain. The attention to this complexity intrinsic to educational and formative processes forms the basis to foster individual well-being and, together, a social thought that is innovating, participated, reflective and more democratic. The course is taught in Italian. There will be both theoretical explanations and practical experiences. Strong attention will be given to the listening of learning emotions connected to the consultancy experiences that will be simulated.

In the WORKSHOPS related to the course, some instruments and methods related to the conduct and processes of a GROUP will be analysed and discussed.

Objectives

This course, with constant and participated attendance of the lessons and the Workshop connected with the course, intends to develop the following, in terms of knowledge and skills:

*knowledge of the theoretical clinical-educational model, its methodology and how it is intertwined with psychoanalysis

*understanding the relations between clinical theory and educational practice, their complexity, the need to analyse reality in an integrated way, through the contribution of different disciplines

*knowing about studies and research that illustrate the recurring clinical-pedagogical and transgenerational issues in educational contexts, understanding the complexity inherent in these issues

*recognizing which can be the specific issues present explicitly or implicitly in educational processes, thanks to a comparison with examples of concrete issues, and deconstructing the various issues of the functioning of the contexts presented.

*preparing actions of counselling, support, guidance to reflecting and reworking of the meanings and problems in the here and now

Methodologies

Face-to-face lessons, group discussions, role-playing, research in classroom, simulated interviews, Workshop on group processes and dynamics and on conducting techniques.

Online and offline teaching materials

Programme and references

The following books are required for all: 5 books + 1 consultancy case written presentation

1. Riva, M., La consulenza pedagogica. Una pratica sapiente tra specifico pedagogico e connessione dei saperi. Milano : Angeli, 2021

2. a book of your choice in section A

3. a book of your choice in section A or B

4. a book of your choice in section B

5. a book of your choice in section C

Section A. Counselling, Supervision, Education

- L. Cadei, D. Simeone, E. Serrelli, L. Abeni, L'altro educatore. Verso le competenze di secondo livello, Scholè, Brescia, 2022
- S. Cardone, D. Dato, Welfare manager, benessere e cura. Impresa e pedagogia per un nuovo umanesimo del lavoro, Angeli, Milano, 2019

- U. De Ambrogio, A. Casartelli, G. Cinotti, Il coordinatore dei servizi alla persona, Carocci, Roma, 2020
- A. Di Fabio, Counseling. Dalla teoria all'applicazione, Giunti, Firenze, 1999
- A. Di Fabio, S.Sirigatti, Counseling, Ponte alle grazie, Milano, 2005
- M. Perini, L'organizzazione nascosta, Angeli, Milano, 2007
- M. Kets de Vries, L'organizzazione irrazionale, Cortina, Milano, 2000
- E. Schein, L' arte della consulenza. Come aiutare davvero e più velocemente, Guerini, Milano, 2017
- G. Regoliosi, Il counselling psicopedagogico. Modelli teorici ed esperienze operative, Carocci Faber, Roma, 2013
- Riva, Il lavoro pedagogico, Guerini, Milano - DISPONIBILE ANCHE IN E-BOOK
- M. Perchiazzi, Apprendere il mentoring, Transeuropa, Massa, 2023
- S. Premoli, Prendersi cura delle persone e dell'azienda. La consulenza organizzativa tra identità, cultura e apprendimento, Angeli, Milano, 2021
  -M. Palma, Formazione e organizzazione, Angeli, Milano, 2022
  -D. Dato, S. Cardone, Welfare manager, benessere e cura. Impresa e pedagogia per un nuovo umanesimo del lavoro, Angeli, Milano, 2019
- other books may be added

Section B. Clinical and Transgenerational Theories

- Galit Atlas, L'eredità emotiva, Cortina, Milano, 2022
- C. Mucci, Trauma e perdono. Una prospettiva psicoanalitica intergenerazionale, Cortina, Milano, 2014
- E. Vercillo, M. Guerra, Clinica del trauma nei rifugiati, Mimesis, 2019
- H. Faimberg, Ascoltando tre generazioni. Legami narcisistici e identificazioni alienanti, Angeli, Milano, 2007
- R. Kaes, Le alleanze inconsce, Borla, Roma, 2010
- A. Obholzer, V. Zagier Roberts, L'inconscio al lavoro, Etas, Milano, 1998
  -J.S. Applegate, J.M.Bonovitz, Il rapporto che aiuta, Astrolabio, Roma, 1998
- R. Schwartz, Come allearsi con le parti 'cattive' di sè, Cortina, Milano, 2023
- G. D'Addelfio, In altra luce. Per una pedagogia al femminile, Mondadori, Milano, 2016
- other books may be added

Section C. Groups

- W.R. Bion, Esperienze nei gruppi, Armando, Roma, 1997
- D. Malaguti, fare squadra. Psicologia dei gruppi di lavoro, Il Mulino, Bologna, 2018
- R. Hinshelwood, Cosa accade nei gruppi. L'individuo nella comunità, Cortina, Milano, 1996
- other books may be added

6. Written presentation (about 2-3 pages) of a consultancy case

A consultancy case should be described, where somebody asks for helping to a consultant. It should be related to a second level experience – not teacher-student, parents-children, educator-people in education- (further explanations will be given in the lessons. Alternatively, send an email for clarifications)

Assessment methods

Only the final exam is foreseen: Oral examination

The examination will consist of an oral part, which will be on ascertaining knowledge of the bibliography, on the ability of articulate analysis and personal re-elaboration, on showing that the candidate can apply to cases the theoretical-practical methods of educational work inspiring the clinical approach, on oral discussion, based on clinical-pedagogical categories, of a case relative to a second-level "process of helping", the short description of which must be presented in writing directly at the examination (NOT to be sent in advance).

The WORKSHOP alongside the course will be assessed separately by an Assessment Report filled in by the conductor

(approved/not approved).

NB: THE BOOKS MUST BE BROUGHT FOR THE EXAMINATION.

At the specific level (according to the Dublin Descriptors):

With constant and participated attendance of the lessons and the Workshop connected with the course:

*in reference to: Being able to navigate the knowledge of some theoretical models, methodologies and instruments.

Knowledge and understanding

Knowledge of some clinical-educational theories and how they are intertwined with psychoanalysis will be ascertained, through an oral test aimed at checking, with appropriate questions, the level and extension of understanding the central nuclei.

Ability to apply knowledge and understanding

In relation to Clinical-pedagogical Consultancy, the ability to apply knowledge - with respect to problems, situations, concrete contexts, will be ascertained, thus succeeding in showing that the relations between theory and practice, their complexity, the need to analyse reality in an integrated way, have been understood – also through writing an Essay on the description of a case, to be presented and discussed at the examination.

*in reference to: Analysing, understanding and interpreting the problems present in educational contexts.

Knowledge and understanding.

The knowledge of studies and research – which illustrate the educational and transgenerational issues recurring in the educational and formative contexts where Clinical-pedagogical Consultancy can be applied- will be ascertained, checking the understanding of the complexity inherent in these issues, through an Oral examination with questions aimed.

Capacity to apply knowledge and understanding

The capacity to recognize the specific issues present explicitly or implicitly in educational contexts and processes will be ascertained, when compared with examples of concrete issues through the oral discussion of the Essay, asking the candidate to deconstruct the various issued of functioning of the contexts presented.

*in reference to:

Preparing educational counselling

Knowledge and understanding

According to the bibliography, the knowledge of how the clinical-pedagogical consultancy can be translated into practice, and understanding the delicacy and complexity of the questions at play will be ascertained, through targeted questions in the Oral examination.

Capacity to apply knowledge and understanding

The ability to prepare actions of clinical-pedagogical consultancy, support, accompaniment, guidance on reflection and on the reworking of meanings and problems will be ascertained, also through the Essay, aimed at the writing,

preparation, discussion and reworking of a Case of consultancy.

Office hours

By appointment by sending an email to or by phone on 348.5628700 EXCLUSIVELY on working days and in working hours.

Programme validity

The programmes will last two academic years.

Course tutors and assistants

Paola Eginardo

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING