UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogical Sciences

2425-1-K0101D006

Aims

The general aim of the course is to provide students with the knowledge and skills necessary for the transmission of elements of psychopedagogical sciences that characterize and can make effective professional action, in clinical care, training, consulting and other situations that may occur in the socio-health situations.

Contents

TEACHING METHODOLOGY AND PEDAGOGY: Resistance to oppression, Resistance to pain, A pedagogy of resistance. CLINICAL PSYCHOLOGY: emotions and emotion regulation; motivational interview; giving and receiving feedback. ANTHROPOLOGY: anthropological principles; body and person; medical anthropology; anthropological medicine; narrative medicine; health's anthropology; critical aspects of the health's idea.

Detailed program

TEACHING METHODOLOGY AND PEDAGOGY: Resistance to oppression, Resistance to pain, A pedagogy of resistance. CLINICAL PSYCHOLOGY: emotions and emotion regulation; motivational interview; giving and receiving feedback. ANTHROPOLOGY: anthropological principles; body and person; medical anthropology; anthropological medicine; narrative medicine; health's anthropology; critical aspects of the health's idea.

Prerequisites

Defined by the degree regulation.

Teaching form

The integrated course is structured into three modules (Pedagogy and Didactics, 24 hours; Psychology, 16 hours; and Anthropology, 8 hours), all of which are carried out in presence. Please refer to the individual modules for details of the teaching methods.

Textbook and teaching resource

TEACHING METHODOLOGY AND PEDAGOGY: Mantegazza, R., Narrare la fine, Castelvecchi, 2018, Galimberti, U., Il corpo, Feltrinelli, 2013. CLINICAL PSYCHOLOGY: Rezzonico G., De Marco I., Lavorare con le emozioni nell'approccio costruttivista, Torino, Bollati Boringhieri (2012); Gross J. (2015). Emotion regulation: current status and future prospects. Psychological Inquiry, 26, 1-26. Ramani S., Krackov S.K. (2012). Twelve tips for giving feedback effectively in the clinical environment. Medical Teacher, 34, 10, 787-791. Van Der Leeuw R., Slootweg I.A. (2012). Twelve tips for making the best use of feedback. Medical Teacher, 35, 5, 348-351. Marla A. Corwin (2018). Motivational Interviewing and HIV: A Guide for Navigators, NMAC. ANTHROPOLOGY: Pizza G., Antropologia medica. Saperi, pratiche e politiche del corpo, Roma, Carocci editore (2005); Quaranta I. (a cura di), Antropologia medica. I testi fondamentali, Milano, Raffaello Cortina Editore (2005).

Semester

First year, second semester

Assessment method

Oral exam with at least 3 questions aimed to describe, support, and reflect on the contents of the course.

Office hours

Agreed with teachers by e-mail.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES