



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Clinica della Formazione

2425-2-E1901R109

Course title

**The knowledge of affects between individual and social:
a clinical-pedagogical perspective **

Topics and course structure

Educational and care work today shows clear symptoms of crisis. The fragmentation of social ties, the new loneliness of children and young people, the increase in violence in its many forms, the evident increase in fragility in ever larger segments of the population are just a few of the many 'symptoms' of a society in which relationships appear increasingly sporadic and superficial, as well as marked by deep affective lapses.

Rethinking the emotional roots of the social bond, in a time marked by fragmentation and the loss of common horizons of meaning, makes it possible to understand education to affects as a responsibility that sets up a process of continuity between personal education and social and political formation. Faced with a cultural horizon of marked individualism and a widespread ideology of performance that invests all agencies, from the family to the school and the work environment, we are witnessing an impoverishment of experiences rich in affective content that enable the young and very young to express to the full their unique and original potential as subjects.

What are the roots of a care work that includes a sense of knowing how to be in synergy with professional know-how? How do affects contribute to making education a process that impacts on the life of individuals, aimed at autonomy, emancipation, the discovery of one's place and desire within the collective of which they are part?

The responsibility of those who exercise a caring profession lies in an emotional education as a capacity to support the processes of symbolisation; a posture that is exercised by offering relational processes oriented towards overcoming an emotional illiteracy that is increasingly widespread among the new generations. A knowledge of interiority does not only concern individuals but the social as a complex territory made up of stories, experiences and encounters that have marked the formative path of each subject. At this time of social and cultural crisis in which young people in particular are exposed to multiple manifestations of malaise, it is therefore necessary to think and build an inclusive educational action capable of restoring dignity and planning to every subjectivity, 'coming to terms' with its history as an individual and as part of the community. A work of education and care

tempered by affection therefore reveals its importance and cogent relevance in the face of diversified forms of suffering that concern, moreover, any phase of life and in particular those living a condition of temporary or chronic marginality. In order to exercise a profession of education and care, it is necessary to build an attitude towards the relationship with the other that is not based on an assistance logic, nor on a moralistic-prescriptive one, but that leads educators, teachers and care professionals to adopt a clinical outlook capable of redefining in itinere the processes acted out in daily life and that often escape a pretence of rational control.

Self-examination of one's own values, behaviour, and the educational experiences lived in the services in contact with the discomfort of subjects in difficulty become, today, essential skills to offer an education that knows how to 'cross' with awareness the barriers of preconceptions, denied affections, and what lies in the shadows of the personal training history of professionals, groups and services. Only self-awareness as a person and as a professional allows an educator to be able to host and welcome the life stories of those who suffer conditions of marked deprivation at a family and social level, accompanying each one to risk the search for their own desire.

In this direction, the theme of health and wellbeing at the individual and social level, as also declared by the Sustainable Development Goals (SDGs) of the UN 2030 Agenda, arises as an urgent commitment for educational professionals, who are called upon from initial training to develop knowledge and skills in this area. Teachers, educators and care professionals are challenged to think about the inextricable intertwining of individual forms of suffering and social shortcomings that affect the role of educational institutions and services and the purpose of interventions implemented within them as individual professionals and as work groups.

Moreover, today the educational professions are subject to a representation in which dimensions oriented towards a technical rationale and parameters of objectivity prevail, which place the desiring investment and sensitive knowledge of the educator's work in second place; in this vision, affects become residual and suspect aspects due to their subjectivism. They deeply move, however, the projects, interventions, practices, actions and contexts of those who work in contact with subjects in difficulty, in every field of educational work (from schools to educational services, residential communities, home work, etc.). Starting from a dialogue developed in a trans-disciplinary key between educational clinics, pedagogical knowledge and psychoanalytical theory, the course will reflect on the relationship between the culture of affects and educational experiences as well as on the formative conditions that enable the educator to learn from his or her own history. The course will also explore the contribution that these paradigms offer to the understanding of the crucial role of the first relationships with the environment in the development of the individual formation process, in order to provide the educator with keys to interpreting the value of education as a process of authenticating subjectivation. In addition to the lectures, which will address the main theoretical constructs and paradigms of the disciplines of reference, individual and group exercises will be proposed on scientific articles, educational cases and life experiences in the contexts of educational work, also mediated by the testimony of operators of educational organisations. The analysis of aesthetic texts will provide the opportunity for individual students and the group to bring their creativity into play and to meta-reflect on the resonances produced in the classroom setting. The aim is to offer a formative and didactic experience in which each individual student and the group can benefit from articulated knowledge that considers the close synergy between emotional development and the construction of critical thinking and oriented towards developing self-awareness skills that place future educators up to the complexity of the challenges posed by educational work.

Objectives

With this teaching, the following learning is to be promoted, in terms of:

- Knowledge of the central elements of the clinical theory of education, the relationship between pedagogical knowledge and psychological knowledge with particular attention to the contribution of the psychoanalytic paradigm;
- Understanding of the close relationship between the educational dimension and personality development in training histories;
- Understanding and self-awareness of the educational models that are transferred into one's own educational history;
- Understanding of the importance of affective education for individual and social health;
- Connection between theoretical knowledge and fieldwork practices;

- Understanding of the centrality of conscious communication within educational relationships;
- Understanding of the role of affect as a central junction for promoting the well-being of educational services, work groups and the development of relationships with users;
- Ability to recognise the institutional role in the thinking of a pedagogical practice informed by the knowledge of affects;
- Awareness of the delicate ethical and deontological aspects at stake in educational processes.

Methodologies

The course will be held in presence according to the following teaching methods:

- 32 hours carried out in delivery mode (DE) corresponding to 57% of the total number of hours;
- 18 hours carried out in interactive mode (DI) corresponding to 32% of the total number of hours and oriented towards the involvement of the students and the class group through the following methods :
 - classroom discussions;
 - small and large group work;
 - performance of exercises (*examples: exercises on scientific articles, professional cases, video materials and exercises based on direct testimonies from professionals in the educational sector*);
- 6 hours carried out in laboratory and interactive (DI) mode, amounting to 10.71% of the total number of hours.

Online and offline teaching materials

Teaching materials

Teaching materials (selection of recordings of delivered lectures, work traces, scientific articles etc.) will be uploaded into the online platform.

Programme and references

1. Olivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo*. Milano: FrancoAngeli;
2. Lizzola, I. (2023), *Il lavoro nelle comunità. Tra vita quotidiana e profezia*. Roma: Castelvecchi;
3. Olivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*. Milano: FrancoAngeli.

Assessment methods

The examination will consist on a final oral discussion. There are no mid-term assessments. The discussion will focus on the topics covered in class and the exam bibliography.

In particular, it will test the following points:

- the student's ability to develop appropriate connections and transversal interpretations of the topics proposed in the examination bibliography;
- the student's ability to develop appropriate connections and transversal interpretations of the topics addressed in the course lectures;

In addition to the knowledge, the ability to apply the theories, models and contents of the texts and work proposed in the classroom to interventions in the context of educational work will be evaluated.

At a specific level (according to the Dublin Descriptors, indicated in the SUA-Cds -Single Annual Course of Studies - present on the website):

*with reference to:

Knowledge and understanding

The knowledge of the main characteristics of the pedagogical fundamentals, with particular reference to the clinical model in pedagogy and the understanding and placement of the multidisciplinary references - especially for psychoanalysis - with respect to the educational dimensions, implicit in the clinical approach in pedagogy, will be ascertained through Oral Examination, structured in questions aimed at guiding the student's reflection on these issues.

Ability to apply knowledge and understanding

The ability to connect theoretical and practical knowledge will be ascertained, to know how to analyze and pedagogically plan educational activities, to know how to prefigure the outcomes, consequences and results of interventions also in terms of ethics and professional ethics.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so. Interested students are invited to contact the professor to arrange the bibliography.

Office hours

Receptions will be held by e-mail on Thursday afternoons.

In-person or distance mode will be provided according to the student's preference.

We invite interested students to send an email to:
stefania.ulivieri@unimib.it

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott. Pietro Caresana
Dott. Giuseppe Dambrosio
Dott. Andrea Forria

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | PEACE, JUSTICE AND STRONG INSTITUTIONS
