



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Clinical Consulting and Education: Theory and Practice With Workshop

2425-2-F8501R055

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#### Course title

Clinical-pedagogical consultancy: from the processing of the transgenerational transmission of emotions, practices and educational models to the self-awareness.

#### Topics and course structure

The model of clinical-pedagogical consultancy will be presented, as well as the professional practices through which it is carried out and the emotions that pass through it. The pedagogist who wants to carry out clinical-pedagogical consultancy work must deal with educational 'problems' - in the broad sense of the term -, to learn to identify, read, analyse, explore, with respect to which to build explanatory and working hypotheses, such as any other professional, learning to listen to the emotions on the pitch. The pedagogical consultant takes charge of the entire educational, emotional, training and, in fact, existential history of people in their contexts and supports them in their emotional and cognitive processing and re-signification. A very important role is played by the attention to the transgenerational transmission of emotions, practices and educational models, also gender-oriented. It is necessary to analyze the transgenerational legacies that condition our behaviors, our emotions and our ways of thinking. Consulting helps people, of all ages and in every context, to become aware of these conditionings, supporting truly transformative processes. An essential dimension is the attention to pedagogical and emotional latencies: the shadowy places which, if not considered, make any attempt at understanding and transformation futile. Attention to this complexity inherent in educational, emotional and training processes constitutes the basis for promoting individual well-being and at the same time, for the impact of individuals on the community, an emotionally dense, innovative, participatory, reflective and, therefore, more democratic. To be able to carry out effective and authentic counseling with others, the consultant must first of all do a job of listening and self-analysis of his own emotions, models, prejudices and stereotypes. In fact, the consultant's working tool passes through his own person, who brings out his own professionalism: both strongly characterized emotionally and affectively. The course is delivered in Italian. It involves the continuous alternation of theoretical-conceptual presentations and

practical exercises, aimed at grounding the concepts that are explained. Particular attention will be given to classroom research work on *emotions* linked to learning concepts and consultancy experiences gradually simulated or described. The course will therefore include a CONSISTENT PART OF PRACTICAL EXERCISES and WORK FROM YOURSELF.

In the WORKSHOPS connected to the course, some tools and methods relating to GROUP management and processes will be analyzed and discussed, also through exercises.

## 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, its connection between pedagogy and areas of psychoanalytic/psychoterapeutic knowledges

\*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.

The teacher gives many lessons in which he begins with a first part in which concepts are exposed (delivery mode) and then opens an interaction with the students which defines the next part of the lesson (interactive mode):

- 2 lessons of 2 hours carried out in presence and, in the meantime, remotely in synchronous mode (at the beginning and at the end of the course)
- 18 lessons of 3 hours and 1 lesson of 2 hours carried out in delivery mode in the initial part, which is aimed at preparing the involvement of students in an interactive way in the subsequent part. All activities are carried out in person. These 18 lessons include the 2 lessons referred to in the previous point (only for the first two hours of the 18 lessons)
- 4 sessions of 4 hours of laboratory activities, for 6 shifts

## Online and offline teaching materials

## Programme and references

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

1. M.G. Riva, *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

- A. De Vita, P. Dusi (a cura di), *Il mestiere di pedagogista. Competenze, contesti, prospettive*, ETS, Pisa, in press
- K. Maree, *Dar forma alle storie. Guida al counseling narrativo*, Milano, 2011
- M. De Simone, I. Cannas, *Il setting come cornice. Stabilità, variazione, acting*, Nicomp, Firenze, 2024
- P. Vermersch, *L'intervista di esplicitazione. Strumenti per l'analisi della pratica professionale in contesti formativi*, Independently Published, 2019
- M. Perini, *L'organizzazione nascosta*, Angeli, Milano, 2007
- M. Kets de Vries, *L'organizzazione irrazionale*, Cortina, Milano, 2000
- M.G. Riva, *Il lavoro pedagogico*, Guerini, Milano - DISPONIBILE ANCHE IN E-BOOK
- E. Schein, *Sviluppo organizzativo e metodo clinico*, Guerini, Milano, 2023, nuova edizione
- F. Cardona, *Work matters*, Ayros, Milano, 2024
- M. Palma, *Formazione e organizzazione*, Angeli, Milano, 2022
- S. Cardone, D. Dato, *Welfare manager, benessere e cura. Impresa e pedagogia per un nuovo umanesimo del lavoro*, Angeli, Milano, 2019
- A. Morganti, *EcoEdu Skills. Competenze educative per un'ecologia dello sviluppo sostenibile*, Morlacchi, Perugia, 2023
- other books may be added

### Section B. Clinical and Transgenerational Theories

- C. Mucci, *Trauma e perdono. Una prospettiva psicoanalitica intergenerazionale*, Cortina, Milano, 2014
- F. Pergola (a cura di), *Alla ricerca delle in-formazioni perdute. L'inespresso transgenerazionale come vincolo alla crescita*, Angeli, Milano, 2011
- M. Schatzman, *La famiglia che uccide*, Feltrinelli, Milano, 1973, [http://www.naturalchild.it/morton\\_schatzman/La%20famiglia%20che%20uccide%20-%20Schatzman.pdf](http://www.naturalchild.it/morton_schatzman/La%20famiglia%20che%20uccide%20-%20Schatzman.pdf)
- J. S. Applegate, J.M. Bonovitz, *Il rapporto che aiuta*, Astrolabio, Roma, 1998
- K. Minton, P. Ogden, C. Pain, *Il trauma e il corpo. Un approccio sensomotorio alla psicoterapia*, Cortina, Milano, 2023
- B. Van der Kolk, *Il corpo accusa il colpo. Mente, corpo e cervello nell'elaborazione delle memorie traumatiche*, Cortina, Milano, 2015
- D. Campbell, R. Jaffé (a cura di), *Il corpo che parla*, Mimesis, Milano, 2023
- R. Connell, *Questioni di genere*, Il Mulino, Bologna, 2011
- I. Biemmi, B. Mapelli, *Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato*, Mondadori, Milano, 2023
- D. Mosquera, *Voci e parti dissociative*, Cortina, Milano, 2022
- F. de Zulueta, *Dal dolore alla violenza. Le origini traumatiche dell'aggressività*, Cortina, Milano, 1999

- D. Mosquera, Libera. Comprendere e trattare gli effetti della violenza sulle donne, Cortina, Milano, 2023
- R. C. Schwartz, M. Sweezy, Terapia dei sistemi familiari interni, Cortina, Milano, 2023
- other books may be added

### Section C. Groups

- W.R. Bion, Esperienze nei gruppi, Armando, Roma, 1997
- C. Neri, Gruppo, Cortina, Milano, 2017
- R. Mastromarino, La Gestione dei Gruppi. Le competenze per gestire e facilitare i processi di gruppo, Angeli, Milano, 2013
- 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)

Reading suggestions:

-Galit Atlas, L'eredità emotiva, Cortina, Milano, 2022

-Simeone D. (ed.), Dizionario di pedagogia generale e sociale, Scholè, Brescia, 2024

-Riva, M. (2023). Ancora: tra fedeltà e autonomia. Il complesso e attuale intrico emotivo nella relazione madre-figlia. *WOMEN & EDUCATION*, 1(1), 46-50., [https://ojs.pensamultimedia.it/index.php/women\\_education/article/view/6442/5478](https://ojs.pensamultimedia.it/index.php/women_education/article/view/6442/5478)

-Riva, M. (2021). "Il soggetto tra eredità familiare transgenerazionale e tensione emancipatrice". *CIVITAS EDUCATIONIS*, 10(2), 113-130., <https://universitypress.unisob.na.it/ojs/index.php/civitaseducationis/article/view/1238>

-Riva, M. (2021). Implicite della memoria collettiva nell'educazione delle bambine e delle donne. Trasgredire progetti ancestrali e rompere vincoli inviolabili: il filo rosso per essere 'le donne che si è'. *METIS*, 11(1), 21-35 [10.30557/MT00155]., <http://www.metisjournal.it/index.php/metis/article/view/448>

-Riva, M. (2017). Ciò che non può essere detto: il fallimento del 'secolo del bambino'. *EDUCATION SCIENCES & SOCIETY*, 1/2017, 23-36., <https://journals.francoangeli.it/index.php/ess/article/view/4970/173>

-Riva, M. (2016). The Work of Reconciliation: a Personal, Historical, Social and Political Necessity. Between Revenge, Forgiveness, Narration, Reflexivity. *PEDAGOGIA OGGI*, 1, 39-48., <http://www.siped.it/12016-il-lavoro-di-riconciliazione-una-necessita-personale-storica-sociale-politica-tra-rivalsa-perdono-narrazione-riflessivita/>

-Riva, M. (2015). Previous generations have already "eaten" everything. Some reflections about contemporary social anxiety in the step University-World of work. *METIS*, 1, 49-62 [10.12897/01.00076]., <https://dx.doi.org/10.12897/01.00076>

-Riva, M. (2014). Violence interrogates Adult Education today. A radical and critical reflection. In B. Käßlinger, N. Lichte, E. Haberzeth, C. Kulmus (a cura di), *Changing configurations of adult education in transitional times* (pp. 642-653). Berlin : ESREA - European Society for Research on the Education of Adults., <https://edoc.huberlin.de/handle/18452/14230> (clic on: 21ITOJmgrcsMM.pdf — Adobe PDF — 14.08 Mb  
MD5: 721dc9ea43abd58ee6e9d1b68d27df4e)

### Assessment methods

-Type of test

-Criteria of evaluation

- TYPE of test:

@ Only the final exam is scheduled: Oral exam - INTERVIEW ON THE TOPICS DEVELOPED IN LESSONS AND ON THE EXAM TEXTBOOKS

- Evaluation CRITERIA:

@ assessment of knowledge of the bibliography,

@capacity for detailed analysis and personal re-elaboration,

@demonstration of knowing how to apply to concrete examples the theoretical-practical methods of pedagogical work which inspire the clinical approach,

@oral discussion - based on the clinical-pedagogical categories - of a case relating to a second level "help process" (as indicated in point 6 of the bibliography), the brief description of which must be presented in writing and directly at the time of exam itself (does NOT need to be sent first).

- The WORKSHOP alongside the course will be assessed separately by an Assessment Report, filled in by the conductor, according to the criterium: approved/not approved.

**NB: THE BOOKS MUST BE BROUGHT FOR THE EXAMINATION.**

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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 some areas of the psychoanalytic/psychotherapeutic disciplines, 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 [mariagrazia.riva@unimib.it](mailto:mariagrazia.riva@unimib.it) 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

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