UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Studies On Education

2526-2-E1901R109

Course title

Affect training of professionals and care processes in services.
The contribution of the pedagogical-clinical approach to an analysis of educational devices

Topics and course structure

Starting from a transdisciplinary dialogue between the model of the clinic of education, pedagogical knowledge and psychoanalytical theory, the course will reflect on the relationship between the culture of affects and the science of education, as well as on the formative conditions that enable educators to learn from their own history. The course will explore the contribution that these paradigms offer to the construction of a gaze that knows how to combine an in-depth reading of the discomforts that afflict increasingly large segments of the population with an analysis of the processes that take place in the services, grasping the latent and implicit dimensions of educational devices.
The course, with a theoretical-experiential slant, will delve into the above-mentioned theoretical constructs and some relevant conceptual nodes through frontal lectures that will then be declined into several small and large group experiences that will explore some specific topics, actively involving the students.

Objectives

1.**Knowledge and comprehension capabilities**

- Knowledge of the central elements of the clinical theory of education, of the relationship between pedagogical knowledge and psychological theory with particular attention to the contribution of the psychoanalytic paradigm;
- Understanding of the importance of emotional education for individual and social health;

- Understanding of the role of affects as central core hubs for promoting the well-being of educational services, work groups and the development of the relationship with users.

2. **Applied knowledge and understanding**

- Connection between theoretical knowledge and fieldwork practices;
- Understanding of the close relationship between the educational dimension and personality development in educational histories;
- Understanding and self-awareness of the educational models transferred into one's own training history;
- Ability to design interventions in teams aimed at recognising the role of the users' training histories, in their manifest and latent aspects.

3. **Autonomy of judgement**

- Acquisition and consolidation of skills of in-depth analysis of educational situations and critical thinking, useful for developing a critical posture in educational situations, assuming reflexive and meta-reflexive epistemological positions that support an awareness of the ethical and deontological aspects at stake in educational processes.

4. **Communication skills**

- Develop relational and communication skills useful to develop a reading of the implicit dimensions at play in educational relations and to know how to transfer them to different contexts with a focus on self-presence and one's own role;
- Acquire an understanding of the centrality of aware communication within the educational relationships in the services and with the stakeholders in the territory;
- Being able to recognise the institutional role in the thought of a pedagogical practice informed by the knowledge of affects.

5. **Learning skills**

- Ability to organise, rework and link knowledge;
- Ability to develop an original and creative perspective through the use of aesthetic mediators;
- Ability to identify methods for designing interventions that take into account the centrality of affect in the growth processes of professionals and organisations.

Methodologies

The course will be delivered in Italian.
The entire course will be delivered in presence (56 hours).

The lessons will consist of a part of didactic delivery (theoretical explanation, in-depth conceptual study) and a part of interactive teaching carried out in the following ways:

- classroom discussions;
- small and large group work (*examples: exercises on scientific articles, analysis of professional cases, work on artistic productions, exercises based on direct testimonies from professionals in the educational sector);*

The overall distribution can be approximately quantified as 50% DE and 50% DI.

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

COURSE PROGRAMME

Educational and care work today shows clear signs of crisis that reflect, mirroring some dimensions of the ‘control’ society. The fragmentation of social ties, the new loneliness of children and young people, the increase in violence in its many forms, the distancing of institutions from the needs of citizens and the evident increase in forms of unease and fragility in ever larger segments of the population, are just some of the many ‘symptoms’ of a society in which relationships appear increasingly ephemeral and superficial, as well as marked by deep emotional repression. Faced with a cultural horizon of strong individualism and a diffuse ideology of performance affecting all agencies, from the family, to school, to the world of work, we are experiencing an impoverishment of emotional experiences that allow the young and very young to live subjective processes in which they can trace and cultivate their own desires.Reconsidering the emotional roots of the social bond, in a time marked by the loss of common sense horizons, by the lack of communitarian educational processes, mobilises an urgent need for training in the affects of professionals and care of service devices to keep this dimension alive through appropriate spaces/themes of elaboration. Teachers, educators and care professionals are challenged to think about the inextricable interweaving between forms of individual suffering and social shortcomings that affect the role of educational institutions and services and the purposes of the interventions implemented within them as professionals and as work groups.Affect training, in addition to recalling the centrality of the deontology of professionals, emphasises the ethical bearing of a highly exposed job, in which a decisive role is played by the history of each professional, in the interweaving with the culture of the services in which they work. Hence the need for reflection on one's own positioning, on a questioning responsibility matured in protected contexts, both in basic training and in-service training. In this direction, a culture of affects sets up a process of continuity between personal, organisational and political training.Affective education therefore reveals its cogent relevance in the face of diversified forms of suffering that affect any phase of life and in particular those living in a condition of temporary or chronic marginality

With what attitude should care work be carried out that includes knowing how to be and knowing how to do, nourished by a desire to educate that remains alive over the years?

How do the emotions contribute to making education a process that builds a future for the individual and for the community of which he/she is a part?

The responsibility of those who exercise a caring profession rests on educational practices that support the processes of elaborating affects; a posture that is exercised by offering relational processes oriented towards overcoming an emotional illiteracy that is increasingly widespread among the new generations.

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 a assistance logic, nor on a moralistic-prescriptive one, but that leads educators, teachers and care professionals to adopt a clinical perspective, capable of redefining in itinere the processes acted out in daily life and that often escape a claim to rational control.Moreover, today the educational professions are subject to a representation in which dimensions oriented to a technical rationale and numerical parameters prevail, placing the quality of the educator's work in second position; in this vision, affects become residual aspects and suspect due to their subjectivism. However, they move the projects, interventions, practices, actions and contexts of those who work in contact with subjects in difficulty, in every sphere of educational work (from early childhood services to schools, educational services, residential communities, home work, etc...).

Aesthetic languages will constitute precious anchorages for developing the construction of one's professional self in an original and unique way Looking otherwise means being able to pause in a relationship with an attitude of not classifying and prefiguring the effects of intervention. Artistic languages train the experience of surprise, mobilising a quality of presence that a care professional cannot renounce. Faced with adolescents who struggle to put their

story into words, it is necessary to hone a sensitivity that is nourished by an embodied presence, learning, over time, to welcome their vulnerabilities.
By suspending categorical knowledge steeped in normativity, art induces educational experiences that traverse unique avenues of listening and dialogue, in countertendency to the emergency logic that leads to timely and unreflective interventions. Art invites one to experience a theatrical device on the borderline between education and life, immersing oneself in works that have an authenticating function, and which allow one to transcend mere everyday life by grasping its implicit experiential value.
The aim of the course is to offer a training and didactic experience in which each individual student and the group can benefit from articulated knowledge that thinks about the close synergy between affective 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.

BIBLIOGRAPHICAL REFERENCES

Obligatory texts for all students:

Ulivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo.* Milano: FrancoAngeli;

Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*. Milano: FrancoAngeli.

The third text can be chosen from among the following:

• Tibollo, A. (2015), *La comunità per minori. Un modello pedagogico*. Milano: FrancoAngeli.

or between one of the two novels below:

• Ardone, V. (2023), *Grande meraviglia*. Torino: Einaudi.

• Cagnati, I. (2022), *Génie la matta*. Milano: Adelphi.

Assessment methods

The examination will consist on a final oral discussion.
There are no mid-term assessments.

The choice of the oral exam as the modality of the examination is coherent with the teaching objectives and allows, thanks to a dialogical communicative setting, to interact with the student in order to assess his or her ability to critically understand the course topics, to analyse education experiences and to connect theories and practices.

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.

In particular, it will be verified:

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

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