UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Practical Class: Team Managment in Healthcare Settings

2526-2-F5107P026

Learning area

Models and Techniques for assessing psychological functioning

Learning objectives

Knowledge and Understanding

° Knowledge of the types of services in the social and healthcare sector and the characteristics of the work carried out by operators working in teams in these services
° Knowledge of individual, relational, and organizational dynamics in multidisciplinary teams
° Knowledge of theoretical models for the management and supervision of teams in social and healthcare contexts

Ability to Apply Knowledge and Understanding

° Ability to analyze relational and organizational dynamics in teams in social and healthcare contexts
° Ability to integrate psychological knowledge into multidisciplinary team and network work contexts typical of healthcare settings
° Ability to train and supervise teams in social and healthcare contexts
° Reflection on interdisciplinary and transdisciplinary collaboration between psychological professionals and other social and healthcare professions

Independent judgment

Knowing how to evaluate the context in which the psychologist operates, through exercises in subgroups and comparison with stimuli provided by the teacher.

Communication skills

Acquiring awareness of the importance of communicating technical and specialized topics by selecting relevant information according to the context and moderating the use of specialized vocabulary, through exercises in subgroups and discussion of stimuli provided by the instructor.
Learning skills
Ability to research and explore theoretical and methodological aspects of interest to this area of work, through theories, authors, and bibliographic references provided by the instructor.

Contents

The course will present an overview of the possible professional roles that psychologists (with a clinical background) can cover in social-health and educational contexts, including: specialist technician, trainer and supervisor. For each of these roles, information on the work contexts will be provided and workshop activities will be proposed to provide future psychologists with food for thought and professional action in these contexts.

Detailed program

The course program is based on the exploration of the different roles that a psychologist with a clinical background can assume in social-health and educational contexts, in particular, as: specialist (clinical psychologist who is part of a team of operators with other backgrounds), trainer (consultant who carries out training activities for social-health teams on topics of clinical interest) and supervisor (consultant external to the team who organizes group meetings to promote reflective thinking on the service users and work dynamics).

In addition to presenting the different types of services and teams that can be found in social and health care contexts (including residential services, semi-residential/day services, home services, school services, with particular reference to those managed by third sector organizations), a review of some theoretical concepts already studied will be provided, including: burnout and related mental health problems, group dynamics, organizational cultures, work motivation, psychological assessment, interview techniques, social cognition and cognitive bias).

These concepts will be addressed mainly from an applied point of view, through a study of real cases, including: communicating the results of a psychological evaluation to colleagues on a team, preparing training sessions on psychological topics for social and health care teams, conducting supervision sessions. Students will be involved in group discussion activities, simulations and role-playing, and work in subgroups to stimulate reflection and learn practical techniques.

Prerequisites

No particular pre-requisites are required. However, it is advisable to have a general knowledge of clinical and occupational psychology.

Teaching methods

The course, which is mainly interactive, consists of 7 lessons of 4 hours each for a total of 28 hours, roughly divided into: 7 hours of frontal teaching, 10 hours of interactive teaching, 11 hours of laboratory teaching.

All lessons will be held in person, it is not possible to participate remotely.

Assessment methods

The learning assessment will be based on regular participation in lessons (70% attendance is mandatory) and active involvement in the proposed activities.

Textbooks and Reading Materials

There are no reference texts. The lecturer will provide attendees with slides and materials shown in class.

Sustainable Development Goals