UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Consulting and Education: Theory and Practice

2627-1-F8502R008

Course title

Trauma-informed Pedagogical Consultancy.

The historical and civic engagement task of the second level pedagogical professions is to:
accompany the recognition, understanding, elaboration of transgenerational legacies, traumas, educational, emotional and affective abuses, gender violence for promotion of the repair of the educational and formative histories of individuals, groups, organizations, societies and cultures.

Topics and course structure

In this historical moment, societies are crossed by wars and individual, family, gender, social, cultural and political violence at all levels and at all latitudes. To the strong traumas of the past - whose traces and emotional legacies are transmitted at a transgenerational level in a chain that repeats itself from generation to generation - is added the very strong impact of the traumas of the present experienced in different contexts, starting from families, schools and the world of work throughout all ages of life. Educational abuses, methods still inspired by the black pedagogy of the past, to more subtle and hidden educational dynamics in educational and attachment relationships - from coldness and emotional detachment to the overload of expectations that lead to the False Self, to manipulation, gaslighting, exclusion, the search for a scapegoat, identification with the aggressor at an individual, social, historical level, and so on -, to stereotypes and prejudices towards gender roles, unfortunately constitute the constant of our individual and collective existences. They are generators of traumas that have a significant impact - often unseen and unrecognized - on the lives of boys and girls and all people.

It is therefore clear that these traumas, widespread everywhere, must be understood as soon as possible so that the mechanism of the endless repetition compulsion is broken. The historical and civic task of the trauma-informed pedagogist and pedagogical consultant today is to accompany individuals, groups, communities to become painfully aware of the educational, relational, cultural traumas, etc. that are often at the root of abusive and violent behavior, to build healthier, more authentic, supportive living and training environments, in contact with one's own

deep history and with internalized emotional legacies.

The model of trauma-informed clinical-pedagogical consultancy will be presented, as well as the professional practices through which it is realized and the emotions that pass through it. The pedagogist - who works at the second level - must deal with educational and formative 'problems' (and traumas) in a broad sense, to learn to identify, read, analyze, explore, paying attention to hidden dimensions, with respect to which to build explanatory, working and repair hypotheses, like any other professional, learning to listen to the emotions of the consultancy field and his own.

The trauma-informed educational consultant therefore takes charge of the entire educational, emotional, formative and, in fact, existential history of people and groups in their contexts, organizations, societies and cultures of reference, taking into account the possibility that traumas have occurred during these histories; offering accompaniment in their understanding, re-elaboration and emotional and cognitive repair.

Objectives

The main objectives of the teaching concern the promotion of the ability to identify, recognize, deconstruct and critically understand the impacts of different forms of trauma - as a result of educational abuse, educational actions inspired by black pedagogy and patriarchal education, etc. - transgenerational and present, the understanding and implementation of trauma-informed pedagogical counseling in the different contexts of life, training, work and at the service of citizen awareness activities.

With this teaching, with constant and participatory attendance at the lessons, we intend to develop the following learning, in terms of knowledge and skills:

*Knowledge and understanding
-Useful knowledge to identify the dynamics of birth and development of personal, educational, gender, historical, transgenerational, collective traumas
-Knowledge necessary to recognize the impacts of traumas in the lives of people and communities
-Knowledge related to the trauma-informed pedagogical counseling model

*Applied knowledge and understanding
-Knowing how to connect traumatic events to the impacts they leave on life stories and communities
-Knowing how to connect theories of trauma, educational abuse, gender and patriarchal violence to the educational practices that have put them into practice
-Knowing how to experiment with trauma-oriented pedagogical consultancy practices for the educational and formative management of the impacts of trauma

*Autonomy of judgment
-Knowing how to independently identify abusive and traumatic dynamics, extending the analysis and reflective application to other situations beyond those exemplified by the teacher and the texts in the bibliography
-Knowing how to activate constant meta-reflexive thinking on the consultancy actions studied and/or described in the case to be brought to the exam

*Communication skills
-Knowing how to communicate in an adequately argued manner regarding the logic and key concepts of trauma-informed pedagogical consultancy both to professional partners in the training and organizational field (educators, managers, clients, administrators, coordinators, consultants, supervisors, psychologists, social and health workers, etc.) and non-professional partners (beneficiaries of services, families, society at large)
-Know how to communicate pertinently when proposing trauma-informed pedagogical consultancy projects to clients/customers

*Ability to learn
-Ability to re-elaborate and organize knowledge
-Ability to learn from experience, through constant reflection on action and post action in view of reaching reflection in action
-Ability to identify methods and tools of trauma-informed pedagogical consultancy to support one's own and others' personal,
professional and collective growth also in a life-long-learning, life-wide-learning, life-deep-learning perspective

Methodologies

The course will be delivered in Italian.

Many methods will be used: face-to-face lessons, group discussions, role-playing, research in classroom, simulated interviews, etc.

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)

Online and offline teaching materials

Articles and case examples, if in open access, will be made available on the e-learning page of the course.

Programme and references

Introduction: some texts originate in the field of psychotherapy: we read them not to become therapists, but because trauma-informed educational counselling requires an understanding of the language through which psychotherapy first conceptualised certain phenomena.

The following are expected for everyone: 4 texts + 1 short presentation of a case

About Consultancy:

1.

M.G. Riva, La consulenza pedagogica. Una pratica sapiente tra particolari pedagogico e connessione dei saperi. Angeli, 2021

About trauma:

2.

J. L. Herman, Guarire dal trauma. Affrontare le conseguenze della violenza, dall’abuso domestico al terrorismo. Roma: Edizioni Scientifiche Ma.Gi., 2005

or

C. Mucci, Psicoanalisi come testimonianza. Il trauma da Freud a Ferenczi ai contemporanei. Napoli: L. Guerrerio Editore, 2024

or

Muller R., Il trauma e la lotta per aprirsi. Dall'evitamento alla guarigione e alla crescita. Giovanni Fioriti Editore, 2020

About transgenerational transmission:

3.

Boszormenyi-Nagy I., Spark G., Lealtà invisibili. La reciprocità nella terapia familiare intergenerazionale, Astrolabio Ubaldini, 1988

or

Eiguer A., La parentela fantasmatica. Transfert e contro-transfert nella terapia familiare psicoanalitica, Borla, 1990.

or

Andolfi M., La terapia familiare multigenerazionale, Cortina, 2015

or

Panico M., Rileggere Marianne Hirsch. Postmemoria e riscrittura del passato traumatico familiare, Il Mulino, 2024

About gender and violence:

4.

bell hooks, La volontà di cambiare. Mascolinità e amore. Milano: Il Saggiotore: 2022

or

M. C. Barducci, B. Bessi, R. Corsa, Vivere con Barbablù. Violenza sulle donne e psicoanalisi. Roma: Magi, 2018

5. A brief WRITTEN presentation of a **counseling** case (second level) or a counseling-like situation (if you are not yet practicing) - involving a counselor and one or more clients - OBSERVED OR EXPERIENCED (in this case, both as a counselor and as a client) - inspired by “trauma-informed educational counseling,” for which you must describe the PLOT and bring it DIRECTLY to the exam.

NOTE: PLEASE BRING THE TEXTS TO THE EXAM

ERASMUS STUDENTS
Students from foreign universities are requested to contact the teacher to agree on the program and bibliography.

SUGGERIMENTI DI LETTURA:

-Galit Atlas, L'eredità emotiva, Cortina, Milano, 2022
-Pumla Gobodo-Madikizela, Storia, trauma e vergogna. Il dialogo intergenerazionale come strumento per affrontare il passato, Giunti, 2026
-Fanon F., I dannati della terra, Einaudi, 2007
-Rey R.J., La scena traumatica transgenerazionale: Il trauma ancestrale nella seduta analitica, Edizioni Sapienza, 2023
-Simeone D. (ed.), Dizionario di pedagogia generale e sociale, Scholè, Brescia, 2024
-Garagnani S., MOR. storia per le mie madri. Torino: Add Editore, 2022
-Casla Francisco J., Trasmissione transgenerazionale: Memorie e miti del clan. Roma: JC Eds, 2025
-Solfaroli Camillocci D., Micheli M., Genitori: individui e relazioni intergenerazionali nella famiglia. Milano: Angeli, 1998
-Jesurum C., Violenze di genere. Prevenire, comprendere, curare. Milano: Ponte alle Grazie, 2025
-Meneguzzer M., Violenza di genere. analisi psicoanalitiche: dal trauma alla resilienza. Catania: Carthago, 2025
-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
-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). Impliciti 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. Käpplinger, 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.hu-berlin.de/handle/18452/14230 (cliccare su: 21lTOJmgrcsMM.pdf — Adobe PDF — 14.08 Mb
MD5: 721dc9ea43abd58ee6e9d1b68d27df4e)

Assessment methods

- TYPE OF EXAM:
  There are no intermediate tests. Only the final test is foreseen.

The test consists of an oral interview.

The choice of the oral interview as an exam method is consistent with the objectives of the teaching, as it allows, thanks to a dialogic communicative situation, to interact with the student to evaluate their ability to critically understand the topics of the course, pedagogical analysis and connection between theory and practice.

*Presentation and analysis of the theories, concepts, methods and examples explained in the texts in the bibliography
*Discussion and analysis of the short case indicated above, at point 5 of the bibliography

- EVALUATION CRITERIA:

*assessment of knowledge of the texts in the exam program
*identification of the level of articulation ability, organization of the knowledge acquired and complexity in the exposition
*identification of the reflective, analytical, critical, autonomous argumentative ability, in connecting authors, concepts, theories, examples
*observation of the individual and original elaboration ability
*ability to connect the contents of the texts in the bibliography with the analysis of the case, applying the concepts to the experience described.
*Correctness of exposition and mastery of the specific vocabulary of the discipline.

The evaluation will be divided into thirtieths, based on the following rating scale:

1. Unsatisfactory

Insufficient preparation on the main topics covered in the syllabus and course reading list; very limited and poorly developed ability to argue, analyse and think critically; insufficient ability to link theory and practice and to identify relevant connections between the texts and course topics; poor presentation skills and inadequate command of subject-specific vocabulary.

2. Sufficient – More than sufficient (18–23)

General preparation, and in some respects uncertain or incomplete, on various topics covered in the syllabus and course reading list; ability to argue, analyse and think critically at times limited and lacking in independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary partially correct.

3. Fair (24–27)

Adequate preparation on the main topics covered in the syllabus and course reading list, but lacking in depth on some more specific themes; ability to argue, analyse and think critically is present, but not always precise or independent; reasonable ability to connect theory and practice and to identify relevant links between the texts and the course topics; presentation skills and subject-specific vocabulary are mostly correct.

4. Good – Very Good (28–30/30)

Comprehensive and in-depth preparation on the topics covered in the syllabus and course reading list; ability to argue, analyse and engage in structured and independent critical thinking; good/excellent ability to link theory and practice and to identify relevant connections between the texts and course topics; good/excellent presentation skills and command of the subject-specific vocabulary.

Office hours

By appointment by sending an email to 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 | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS