UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Prevention and Counselling in Schools

2627-1-F5113P012

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- Prevention and consultation methods at school
- Training interventions for teachers
- School psychology
- Designing prevention interventions at school
- The school psychology desk
- Affective and relational characteristics of today's pre-adolescents and adolescents
- Affective reasons for school failure

Applying knowledge and understanding

- Designing, initiating, implementing and managing preventive interventions and psychological counselling in school settings, targeting pre-adolescents, adolescents and their adult caregivers.

Making judgements

- Acquiring the ability to make autonomous and critical judgements when assessing situations involving individuals, groups and intervention plans, while also taking into account the professional ethics principles formulated by the Order of Psychologists

Communication skills

- Acquiring communication skills that enable one to interact effectively with the people, groups and institutions involved, directly or indirectly, in one's professional activities, in order to facilitate teamwork, intervene effectively within the service network, and clearly communicate one's specific psychological contribution
- Strengthening communication skills to enable effective interaction with parents, teachers, children and adolescents during counselling and psychological support activities, while taking into account individual differences and contexts

Learning skills

- Promoting the ability to update one's knowledge by learning autonomously and critically about the latest national and international scientific research in relevant disciplines, with regard to content, design and interventions. This also includes the ability to learn from the experience of practitioners, teachers and specialists in the sector or other disciplines

Contents

- Analysis of the most relevant transformations that have occurred in the contexts in which minors grow up and the new ways in which pre-adolescents and adolescents relate to each other and behave.
- Presentation and in-depth study of models of preventive intervention and psychological consultation in the school environment, aimed at pre-adolescents, adolescents and their reference adults.
- Presentation and in-depth study of training models for teachers

Detailed program

Today's adolescents and school
The affective reasons for school failure: from learning blockage to school withdrawal
Primary and secondary prevention interventions (risk behaviour)
Individual consultation with the adolescent at the school psychology listening desk
Interviews with parents
Designing a prevention intervention aimed at secondary schools
Designing a training intervention aimed at secondary school teachers

Prerequisites

Basic knowledge of developmental psychology

Teaching methods

In addition to in-class lectures, part of the teaching will take place through the presentation and discussion of case studies and interaction with students.

Approximately: Didactic Teaching (70%), Interactive Teaching (30%).

Didactic Teaching: in-class lectures. Interactive Teaching: presentation and discussion of case studies and interaction with students.
The course is held in Italian. No remote hours provided.

Assessment methods

Students are required to attend at least 70% of the total classes amount.
No middle course tests are planned; during the last classes will take place a final exam. The final exams consist of a written test (three open questions about course topics).
The questions are aimed at ascertaining the effective acquisition of both theoretical knowledge and the ability to apply them to the reality.

Textbooks and Reading Materials

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING