UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Tirocinio 3 Cfu

2627-1-E3902N007

Learning objectives

1. Knowledge and Understanding
   Introduce students to the role of the social worker, their areas of intervention, and the key institutional, regulatory, and ethical references.
   Promote the understanding of the structural and relational dimensions of social work through readings, field experiences, and professional testimonies.

2. Applied Knowledge and Understanding
   Develop the ability to explore and analyze the local context (services, stakeholders, needs, resources), linking it with local policies and institutional frameworks.
   Use investigative tools (interviews, document analysis, observation) to build a coherent and well-structured representation of the network of services and social work practices in the area.

3. Independent Judgment
   Encourage a reflective attitude towards oneself, one's motivations, and one's perception of the profession.
   Stimulate the ability to critically interpret the organization of services and social issues, considering institutional and professional constraints and opportunities.

Tools and activities: self-assessment forms on personal skills, initial representations of the profession; short individual written reports; structured interactions with professionals; guided classroom discussions based on students' individual work.

4. Communication Skills
   Develop oral and written communication and reasoning skills, including the ability to share experiences and engage in peer dialogue.
   Strengthen the use of professional language and the ability to distinguish and articulate the different levels of social work (individual, institutional, territorial, political).

Tools and activities: small group work on specific topics with plenary feedback; written assignments (e.g., summaries of meetings, reports, field observations); guided use of knowledge sheets; discussions with professionals.

5. Learning Skills
   Progressively acquire the ability to independently select and use relevant materials (e.g., demographic data, local welfare plans, national/regional legislation and frameworks, the social workers' code of ethics, academic articles) and to critically engage with them.
   Develop tools for organizing and systematizing experience, in order to build a conscious professional orientation.

Tools and activities: summary sheets analyzing services by user area; mapping of territorial services; reading and discussion of regulatory and academic materials; exercises on documents and professional tools; discussions with the teacher and class group on the evolution of students' orientation.

Contents

The course will address three main thematic areas:

The Self: reflection on one's motivations, attitudes, and representations.

The Professional Role of the Social Worker: understanding the role, fields of intervention, institutional mandate, and ethical framework.

The Local Territory / Community: exploration of the local context, personal social services, and both formal and informal resources.

Detailed program

THE LOCAL TERRITORY / COMMUNITY OF BELONGING

Contextual features that are significant for social work practice.

Relevant demographic information and data, including comparisons with broader territorial units (e.g., the Social Territorial Area responsible for drafting the Local Social Plan).

The range of actors (public and private) involved in delivering services, interventions, and resources within the municipality, the territorial area, the ASST (Local Health and Social Service Agency), and the ATS (Health Protection Agency).

The role of local administrators.

THE SOCIAL WORKER'S ROLE

The identity and work of the social worker (who they are, where they work, with whom they collaborate, what they do): from initial preconceptions to real-world understanding.

The social worker's relationship with individuals in need of support.

The relationship with other professionals, both within and outside the social worker’s service unit.

The social worker’s engagement with local resources.

THE SELF

Personal motivations, at the beginning and at the end of the course.

Analysis of one’s strengths and weaknesses, identifying areas to invest in during the coming years.

Personal fears/concerns and expectations/hopes, especially at the end of the course.

Individual characteristics that may make one more or less inclined to work with specific age groups.

Prerequisites

Adequate level of knowledge and understanding of the Italian language.
Fair oral and written communication skills.
Willingness to engage and work on oneself.
Adequate inclination to explore and recognize one's motivations for entering the profession.

Teaching methods

Through a combination of individual, group, and plenary work, the course will include exercises, reflections and discussions, simulations, expert testimonies, audiovisual materials, readings, and written assignments. Depending on the learning objectives and the thematic area being addressed, the proposed activities will be guided by worksheets or prompts provided by the instructor or co-developed with students during class sessions.

Regarding the territory/community of belonging, each student will carry out a research and exploration project aimed at approaching needs and problems, services and resources, formal and informal networks. This research will include two informational meetings with social workers (from different services).

The class group will serve as a shared space-time container for reflection, reworking, and synthesis of the internship experience in its various dimensions (individual and group work, internal and external relational experiences).

Theoretical, methodological, and ethical/value-based dimensions will be referenced and emphasized, as necessary for developing a reflective and integrated professional mindset and approach. In particular, connections will be made with the course "Principles and Foundations of Social Work."

Throughout the year, individual meetings for further exploration and progress monitoring will be available upon request from either the instructor or the student.

Classes will be held primarily in person.Classes will be held primarily in person. Some sessions may be delivered remotely. No hybrid format is envisaged.

Each session will combine didactic (lecture-based) teaching methods (frontal lessons using slides, audio, and video) with interactive teaching methods (small group work, exercises, and plenary discussions).

For example, a 4-hour class will typically be structured as follows:

Approximately 2 hours of lecture-based teaching;

Approximately 1 hour of small group work;

Approximately 1 hour of plenary feedback and discussion.

During the year, some sessions will be conducted in a fully lecture-based format, depending on the content.

Two joint sessions are also planned for all four internship groups, featuring guest speakers working in elderly care services and both basic and specialized local social services.

Assessment methods

To assess the student’s progress and learning outcomes, a final individual written paper is required. This paper should translate and synthesize the experience as a whole, also drawing on and reworking texts produced throughout the year.

Additional evaluation criteria include:

Attendance (minimum 75%);

Active participation in group and plenary work;

Progressive acquisition of a professional mindset and approach.

Assessment criteria and grading scale
At the end of the course, the student will be deemed either "Admitted" or "Not admitted" to the second year, based on attendance, engagement throughout the course, and submission of the final paper.

The instructor will also provide an overall qualitative evaluation of the student's progress and final paper, according to the following scale:

Sufficient: essential but complete paper; regular participation; limited but present reflection.

Fair: good understanding of course content; some reflective thinking, though not always in depth; generally appropriate language use.

Good: coherent and well-structured paper; clear critical reflection; active and conscious participation throughout the course.

Excellent: rich and original paper; strong and personal critical reflection; meaningful and proactive participation, with valuable contributions to group discussions.

Textbooks and Reading Materials

- Campanini Annamaria (a cura di), Nuovo dizionario di servizio sociale, Carocci Faber, Roma, 2022.
- Luppi Maria et al. (a cura di), Sguardi sul servizio sociale. Esperienze e luoghi di una professione che

cambia, Franco Angeli, Milano, 2016

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING