UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Family and School Counselling - Turno A

**2627-1-F5113P013-TA**

## Learning area

Atypical development

## Learning objectives

*Knowledge and understanding*

- Understanding communication and interpersonal dynamics in the family and school context.
- Knowledge and understanding of the emotional aspects of family crisis and its management.
- Knowledge and understanding of crises in the school context and its management.
- Knowledge of tools aimed at improving the welfare of people living a conflict.

*Applying knowledge and understanding*

- Ability to lead a team working within the knowledge learned, collaborating effectively.
- Ability to transfer content learned into practice.

*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.
- Critical and judgment skills through the analysis of simulations and exercises carried out in the classroom

*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
- Ability to transmit and communicate what has been learned in one's personal and professional life context

*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
- Ability to continue the study and in-depth study of the topic beyond the laboratory experience

## Contents

The Lab will be addressing psychological processes linked to conflictual situations and active and empathic listening techniques. Specifically, the focus will be on:

• empowerment on specific attitudes on managing conflicts and ability to measure its effectiveness;
• acknowledgement and management of self-involvement in conflictual situations;
• development of listening skills in conflictual contexts;
• learning of communication techniques that allow effective communication among people;

The second part of the Lab will be focused on Mediation as an effective relational tool in managing conflicts towards positive scenarios.

## Detailed program

The conflict:
• Definition and its specificities;
• Rational and emotional implications in managing conflicts
• Conflict perceptions: personal and interpersonal factors
• Specifities of (un)manageable conflicts
Operative tools
• As is situation
• Appropriate reading of the different positions
• How to interact with people in conflicts
Self-assessment of self-feeling and perceptions in conflicting situations.
Communication in conflictual situations
• Empathic listening as an effective support tool in counseling, help, support relationships
• Hearing vs listening in daily professional activity
• Understanding the others: untold messages
• Empowering the comprehension among the parts
• Building and developing collaborative communication
• Looking for more accurate infos to provide more effective solutions
Self-assessment of communication techniques in conflictual situations.

How to manage a meeting among conflicting persons
• The role of the professional with conflicting persons
• Mediating among the parts: collaborative communication techniques
• Win-win strategies
Mediation in the family and at school as effective methodology to manage conflicts and the transformation of the relationships.
Techniques and experiences in family mediation:
• Definition ok “family mediation”
• The family mediator: role, relational and personal competencies
• steps of mediation process
Mediation at school:
• Analysis of the conflict situations at school: actors involved and implications
• How to help the parts understanding their feelings, needs and interests with a problem solving approach.

Simulations.

## Prerequisites

A good understanding of developmental psychology and of the evolution of relationships among couples, families and groups will be quite useful.
Proactive involvement is required.

## Teaching methods

Attendance is compulsory. No more of 30% of no shows will be allowed.
The verification of the learning will take place through the monitoring of the active participation of the students (interventions, exercises and restitutions) and through the evaluation of a paper that the student must present at the end of the laboratory activities.
Of the 28 laboratory hours, 10 will consist of lecture-based teaching and 18 of interactive teaching.
During the laboratory sessions, teaching materials will be provided through the e-learning website.

## Assessment methods

Attendance is compulsory. No more of 30% of no shows will be allowed.
No midterm assessments are planned. Learning assessment will be carried out through monitoring the active participation of the attendees (contributions, exercises, and feedback activities), therefore through an oral examination together with the submission of a written report on the training experience completed.

## Textbooks and Reading Materials

Benasayag M., Del Rey A. (2018), “Elogio del conflitto”, Feltrinelli
Goleman D. (1996). Intelligenza emotiva. Rizzoli
Gordon, T. (2009). Insegnanti efficaci. Pratiche educative per insegnanti, genitori e studenti. Giunti.

Fisher, R., Ury, W., Patton, B. (2009). L’arte del negoziato. Corbaccio
Scaparro, F. Rodella D., Vendramini C. (a cura di) (2023) Il coraggio di mediare. Contesti, teorie e prtiche di dialogo per la prevenzione e gestione del conflitto” Guerini e Associati
Scaparro, F., Vendramini, C. (a cura di) (2018). Pacificare le relazioni familiari. Tecniche ed esperienze di mediazione familiare. Erickson
Cigoli, V., Mombelli, M., (1988). Il legame disperante. Raffaello Cortina
Emery, R. E., (2008). La verità sui figli e il divorzio. Gestire le emozioni per crescere insieme. Franco Angeli
Nardone G. (2022), “Il dialogo strategico”, Ponte delle Grazie
Novara D., (2011). La grammatica dei conflitti. Sonda
Masoni M.V. (2002) La mediazione creativa a scuola. Erickson
Mazzucchelli F. (2011) “Il sostegno alla genitorialità”, Franco Angeli
Oliverio Ferraris A. (2020) "Famiglia", Bollati Boringhieri
Sclavi M. (2003) "Arte di ascoltare e mondi possibili" Bruno Mondadori
Rosenberg M.B. (2003) "Le parole sono finestre (oppure muri)" Esserci edizioni
Watzlawick P. (2021) "Il linguaggio del cambiamento. Elementi di comunicazione terapeutica" Feltrinelli
Watzlawick P., Beavin J. H., Jackson Don D., (1971) “Pragmatica della comunicazione umana”, Astrolabio
Watzlawick P. (1976), “La realtà della realtà”, Astrolabio
Glasl F. (2019) "Auto aiuto nei conflitti. modelli, esercizi, metodi pratici" Ed.it editpress
Tomasi E. Bonini L (2022) "Il potere gentile dell'ascolto" Erickson

## Sustainable Development Goals

GOOD HEALTH AND WELL-BEING