UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Scienze Psicopedagogiche

2627-1-K0101D006

Aims

The general aim of the course is to provide students with the knowledge and skills necessary for the transmission of elements of psychopedagogical sciences that characterize and can make effective professional action, in clinical care, training, consulting and other situations that may occur in the socio-health situations.

Specifically:
Knowledge and Understanding
The student will know the psychopedagogical principles relevant to nursing and midwifery practice. Additionally, the student will understand relational dynamics within clinical-care and educational settings and will know effective communication methodologies within health and social care contexts.

Applied Knowledge and Understanding
The student will be able to apply psychopedagogical tools to improve relationships with patients, caregivers, and colleagues. The student will be able to use communication techniques to enhance the effectiveness of clinical-care and educational interventions and apply counseling principles in managing the educational and training needs of patients and caregivers.

Independent Judgment
The student will develop the ability to evaluate clinical, educational, and counseling situations, identifying the most appropriate psychopedagogical approach. Furthermore, the student will develop the ability to critically reflect on the effectiveness of their own communicative and relational methods and formulate independent judgments on the management of educational relationships within health and social care contexts.

Communication Skills
The student will be able to use appropriate language to communicate clearly and effectively within various clinical-care and educational settings, use suitable language for different interlocutors (patients, families, colleagues, and students), and manage complex relational situations using appropriate communicative and psychopedagogical techniques.

Learning Skills
The student will acquire the necessary skills to develop the ability to learn from relational experiences within care settings, to integrate psychopedagogical knowledge with clinical competencies for continuous professional development, and to enhance learning through the critical observation of relational situations within health and social care contexts.

Contents

TEACHING METHODOLOGY AND PEDAGOGY: Resistance to oppression, Resistance to pain, A pedagogy of resistance. CLINICAL PSYCHOLOGY: emotions and emotion regulation; motivational interview; giving and receiving feedback. ANTHROPOLOGY: anthropological principles; body and person; medical anthropology; anthropological medicine; narrative medicine; health's anthropology; critical aspects of the health's idea.

Detailed program

TEACHING METHODOLOGY AND PEDAGOGY: Resistance to oppression, Resistance to pain, A pedagogy of resistance. CLINICAL PSYCHOLOGY: emotions and emotion regulation; motivational interview; giving and receiving feedback. ANTHROPOLOGY: anthropological principles; body and person; medical anthropology; anthropological medicine; narrative medicine; health's anthropology; critical aspects of the health's idea.

Prerequisites

Defined by the degree regulation.

Teaching form

The integrated course is structured into three modules (Pedagogy and Didactics, 24 hours; Psychology, 16 hours; and Anthropology, 8 hours), all of which are carried out in presence. Please refer to the individual modules for details of the teaching methods.

Textbook and teaching resource

TEACHING METHODOLOGY AND PEDAGOGY: Mantegazza, R., Narrare la fine, Castelvecchi, 2018, Galimberti, U., Il corpo, Feltrinelli, 2013. CLINICAL PSYCHOLOGY: Rezzonico G., De Marco I., Lavorare con le emozioni nell'approccio costruttivista, Torino, Bollati Boringhieri (2012); Gross J. (2015). Emotion regulation: current status and future prospects. Psychological Inquiry, 26, 1-26. Ramani S., Krackov S.K. (2012). Twelve tips for giving feedback effectively in the clinical environment. Medical Teacher, 34, 10, 787-791. Van Der Leeuw R., Slootweg I.A. (2012). Twelve tips for making the best use of feedback. Medical Teacher, 35, 5, 348-351. Marla A. Corwin (2018). Motivational Interviewing and HIV: A Guide for Navigators, NMAC. ANTHROPOLOGY: Pizza G., Antropologia medica. Saperi, pratiche e politiche del corpo, Roma, Carocci editore (2005); Quaranta I. (a cura di),

Antropologia medica. I testi fondamentali, Milano, Raffaello Cortina Editore (2005).

Semester

First year, second semester

Assessment method

Oral exam with at least 3 questions aimed to describe, support, and reflect on the contents of the course.

Office hours

Agreed with teachers by e-mail.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES