



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2016/2017		
<b>BACHELOR'S DEGREE (BSC)</b>	PSYCHOLOGICAL SCIENCES AND TECHNIQUES		
<b>SUBJECT</b>	PSYCHODYNAMICS OF DEVELOPMENT AND FAMILY RELATIONS		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	D		
<b>AMBIT</b>	10512-A scelta dello studente		
<b>CODE</b>	05974		
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/07		
<b>HEAD PROFESSOR(S)</b>	MERENDA ALUETTE	Ricercatore	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	6		
<b>INDIVIDUAL STUDY (Hrs)</b>	110		
<b>COURSE ACTIVITY (Hrs)</b>	40		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	3		
<b>TERM (SEMESTER)</b>	2° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>MERENDA ALUETTE</b> Wednesday 11:00 - 12:00 ED.15, P.7, 015. IL RICEVIMENTO SI SVOLGE IN PRESENZA E IN MODALITA' ONLINE (LINK: <a href="https://teams.microsoft.com/l/team/19%3a52f556e13039487ab967e95982d8dc3c%40thread.tacv2/conversations?groupId=97362a6d-c0df-4467-9b8b-532e3af8a80a&amp;tenantId=bf17c3fc-3ccd-4f1e">https://teams.microsoft.com/l/team/19%3a52f556e13039487ab967e95982d8dc3c%40thread.tacv2/conversations?groupId=97362a6d-c0df-4467-9b8b-532e3af8a80a&amp;tenantId=bf17c3fc-3ccd-4f1e</a> ) E' NECESSARIA LA PRENOTAZIONE TRAMITE EMAIL, PER ENTRAMBE LE MODALITA'.		

<b>PREREQUISITES</b>	A basic knowledge in the field of the developmental psychology could facilitate the learning objectives.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and Understanding Proving knowledge and specific language skill regarding the main family theoretical and intervention models, related to the learning program topics. Proving to be able to identify the most suitable contexts referring to the taught theoretical models (e.g.: community, schools, social services, kindergartens, hospitals, voluntary organizations, etc).</p> <p>Applying knowledge and understanding Prove to be able to apply knowledge of family theoretical and intervention models within postmodern communities, identifying some assessment measures or techniques of intervention to be applied as well as data analysis procedures and related expected results.</p> <p>Making judgements Prove a reprocessing skill of the theoretical knowledge, updated to the main references; prove to be able to integrate different contributions to the study of Psychodynamics of families, through critical thinking, making judgements and independent thought.</p> <p>Communication Skills Prove to be able to clearly explain the taught knowledge, making connections between different aspects of the same issue and referring to educational models and clinical work with families.</p> <p>Lifelong learning skills Prove to be able to use the acquired learning skills in order to integrate them with new ones, by consulting the relevant literature, and as a basis for further study on the field of Psychodynamics of development and family.</p>
<b>ASSESSMENT METHODS</b>	<p>The assessment of learning outcomes consists of an oral exam (interview). The assessment is expressed in thirtieth (eventually, cum laude). The oral exam has the aim to assess the level of knowledge and understanding of subject, gained from lessons and the main references, such us: analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence.</p> <p>The interview consists in two-three different questions or stimuli (both opened and semi-structured) regard to the learning outcomes, to allow the student to critically make the answer and reflecting on his/her theoretical and methodological study path.</p> <p>There are different assessment levels: fail, pass, merit and distinction. The pass mark will be assigned if the student is able to use the taught learning with a basic knowledge of the field of Psychodynamics of development and family, after consulting the essential literature (e.g: knowledge as developed a basic level of factual and conceptual understanding of the subject, reading and research is not limited to that gained through class contact).</p> <p>The assessment level will be higher (merit or distinction) if the student can prove an appropriate understanding of the subject, there is evidence of wider reading which goes beyond that gained from lessons, critical approach to analysing and evaluating information, well argued with appropriate amount of evidence, substantiated opinions are given.</p> <p>Without these lifelong learning skills the assessment will be negative (fail).</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The aim of the course is the study of the family identity, considered as a dynamic unit susceptible to social and cultural changes, within the postmodern community context. In particular, the main educational objective is the "multi-verse" (instead of the "uni-verse") family topic overview, as a systemic-relational perspective that taking into account different and current family typologies. In order to this aim, the main theoretical models and relational contexts of family psychodynamics will be presented. In particular, the Family life cycle perspective and its definition, stages and theory, referring to some typologies of couples and families and coparenting models, will be focused and explained through specific seminars.</p>
<b>TEACHING METHODS</b>	<p>The course will be structured by lecturers, on the main topics of the program, as well as by seminars on specific family models and contexts, such as:</p> <p>Transition to coparenthood Transition to adult life Migrant Couples Traumatic familiar contexts Current couples typologies (Homosexual, LAT, Childless, Childfree) Pregnancy during adolescence Family and Disabilities Multi-problematic Families (assisted domestic violence, abuse families, IPV couples, young offenders)</p>

	Services for Families and Minors Home visiting
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Gambini P., Psicologia della famiglia, Angeli, Milano, 2007</p> <p>OPPURE</p> <p>Scabini E., Cigoli V., Alla ricerca del familiare. Il modello relazionale-simbolico, Cortina, Milano, 2012</p> <p>ED UNO A SCELTA TRA I SEGUENTI TESTI CONSIGLIATI:</p> <ul style="list-style-type: none"> <li>•Granatella V., a cura di, Reciproci sguardi. Sistemi migranti e costruzione intersoggettiva di pratiche e saperi, Angeli, Milano, 2011</li> <li>•Di Vita A.M., Sole C., Il gruppo adottivo. Angeli, Milano, 2016</li> <li>•Salonia G., a cura di, La vera storia di Peter Pan. Cittadella, Assisi, 2016.</li> <li>•Pedrocco Biancardi M.T., Curare senza allontanare. Esperienze di home visiting per il sostegno educativo alla famiglia, Angeli, Milano, 2013</li> <li>•LeVay S., Gay si nasce? Le radici dell'orientamento sessuale, Raffaello Cortina, Milano, 2015.</li> <li>•AA.VV., Educare la comunità, Franco Angeli, Milano, 2005</li> <li>•Garro M., Salerno A., Oltre il legame. Genitori e figli nei nuovi scenari familiari, Angeli, Milano, 2014</li> <li>•Salerno A., Vivere insieme, Il Mulino, Bologna 2010.</li> <li>•D'Amore S., Le nuove famiglie, Angeli, Milano, 2014</li> <li>•R. Volpi, La nostra società ha ancora bisogno della famiglia? Il caso Italia, Vita e Pensiero, Milano, 2014.</li> <li>•Merenda A., a cura di, Incontri terapeutici a quattro zampe, Il Pozzo di Giacobbe, Trapani, 2014.</li> <li>•Salerno A., Giuliano S., a cura di, La violenza indicibile, Angeli, Milano, 2012</li> </ul>

## SYLLABUS

Hrs	Frontal teaching
2	Introduction to the course
2	Family life cycle perspective: definitions and theory
2	Study and observational models of family relationships
2	Relational-Symbolic Approach
2	Couple formation (The marital agreement)
2	Transition to Parenthood
2	Traumatic familiar contexts
Hrs	Practice
4	Family Life Cycle: stages Life Cycle: models
4	Coparenting models (nuclear, step, separated families)
2	Pregnancy during adolescence
4	Familiar Multi-verso perspective ((exemplifications)
2	Current couples typologies (Homosexual, LAT, Childless, Childfree)
2	Social Services for Families and Minors
2	Home visiting
2	Family and Disabilities
2	Migrant Couples