



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2017/2018
BACHELOR'S DEGREE (BSC)	SOCIAL WORK
SUBJECT	INTERCULTURAL MODELS AND COMPETENCES IN SOCIAL WORK
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50230-Discipline del servizio sociale
CODE	17994
SCIENTIFIC SECTOR(S)	SPS/07
HEAD PROFESSOR(S)	DI ROSA ROBERTA      Professore Ordinario      Univ. di PALERMO TERESA
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	<b>DI ROSA ROBERTA TERESA</b> Tuesday    12:00    13:30    (per studenti sede Agrigento) da concordare con la docente via mail: robertateresa.dirosa@unipa.it Wednesday 15:00    17:00    (per studenti sede Palermo) da concordare con la docente via mail: robertateresa.dirosa@unipa.it

**DOCENTE:** Prof.ssa ROBERTA TERESA DI ROSA

<b>PREREQUISITES</b>	The student must have passed the exams and general sociology and history and sociology of migration. The essential knowledge is related to the main themes of sociology and global issues related to typical phenomena of globalization and migration flows.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding abilities Deep knowledge of the various issues on the reception of migrants in services. Analysis of the forms of discrimination and racism (personal, cultural, institutional). Awareness of the complexity of the aid with respect for differences and of the opportunities and critical issues related to the inclusion of mediation between cultures in services. Revision of the models and techniques of social work in a transcultural perspective.</p> <p>Ability to apply knowledge and understanding Ability to recognize the differences and identify the similarities without incurring into generalizations and stereotypes. Ability to combine the personal and professional knowledge and competence in the complexity of the process of help in the respect for differences.</p> <p>Independence of judgment Self-consciousness of personal dynamics of discrimination and racism and of attitudes, values and behaviors in social work practice.</p> <p>Communication skills Care of the relational transcultural mode in the intervention, aimed at providing effective support and the possibility to establish the relationship of trust which is essential to start a process of professional help in the respect of identities and plural memberships.</p> <p>Learning ability Critical skills of reading, reflection and synthesis on the subjects which are themes of the lessons and on the suggested texts. Ability to problematize the topics and openness to debate and confrontation with diversity.</p>
<b>ASSESSMENT METHODS</b>	<p>The candidate will have to answer orally at least three/five questions and related to the whole program, with reference to the recommended texts. The final examination aims to assess whether the student has an adequate knowledge and a proper understanding of the topics and the acquisition of interpretative competence and independence of judgment in concrete cases. Sufficiency will be reached when the student shows knowledge and understanding of the subjects at least in general terms, and has minimal application skills in order to the resolution of concrete cases. He must also have presentation and argumentative skills recognized by the examiner. Below this threshold, the examination will be insufficient. The more the student with his argumentative and presentation skills is able to interact with the examiner, and his/her knowledge and skills go into detail on the subject, the more the assessment is positive. The assessment is done out of thirty.</p> <p>excellent (30-30 cum laude): excellent knowledge of the topics, excellent language skills, good analytical ability, good problem solving skills in providing applicative solution to the proposed questions; - very good (26-29): good mastery of the topics, full language skills, subject-related problem-solving skills; - good (24-25): basic knowledge of the main topics, fair language skills, limited ability to independently apply the knowledge to the solution of the proposed questions; - satisfactory (21-23): limited knowledge of all disciplinary matters and satisfactory property language, poor ability to independently apply the knowledge acquired; - sufficient (18-20): minimal knowledge of the subject topics and very little or no ability to independently apply the knowledge acquired; - insufficient: the student does not have an acceptable knowledge of the content of the subject topics and required during the examination interview.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The course will address the following topics, which will be analyzed both in relation to the local territorial context, and in the wider national and international context:</p> <ul style="list-style-type: none"><li>• The meeting / clash between immigrants and the host society</li><li>• Understanding and recognition of differences</li><li>• Obstacles to the recognition: prejudices and stereotypes</li><li>• Critical review of the concept of normality: analysis of the image, social representations and cultural status of foreigners</li><li>• Transdisciplinary models of intercultural skills in the social work development</li><li>• Difficulties and misunderstandings between operators and foreign users and the resource of cultural mediation.</li></ul> <p>The objectives will be to inform and train to the relationship with diversity through the deepening of the following aspects:</p>

	<p>♣ The issues concerning inter-ethnic relations: images of the world, ethnic identity, conception of relations and ties, stereotypes and prejudices, racial theories, dynamics of conflict and integration, construction of ethnic identity as a resource, strategies and possible responses.</p> <p>♣ The main dynamics of ethnic relations, with particular reference to the typical critical issues in the relationship and in the professional intervention in social and health services with immigrants.</p> <p>♣ Preparing for an intercultural competence for a new European model of a social nature profession.</p> <p>♣ Change of professional perspective: social worker competent in intercultural contexts.</p>
<b>TEACHING METHODS</b>	The course will be conducted through lectures. The course also provides: - some textual analyses of extracts of textbooks during the lectures, - one or two simulations of 30 minutes each, - a mid-term written test through a 90-minute semi-structured questionnaire, - the elaboration of a short paper.
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Barberis E., Boccagni P., Il lavoro sociale con le persone immigrate, Maggioli, 2017.</p> <p>Un testo a scelta tra:</p> <p>- R. T. DI Rosa (2011) Sicurezza e accoglienza nel quartiere San Domenico: storia di un conflitto di prossimità, in Bramanti D. (a cura di), Esperienze di mediazione di comunità. Come ri-costruire la fiducia sociale, Vita e Pensiero, Milano 2011, pp. 49-80.</p> <p>- R. T. DI Rosa (2013) La prossimità alla prova delle migrazioni: forme e definizioni di violenza nell'esperienza delle donne migranti, in I. Bartholini, Violenza di prossimità. La vittima, il carnefice, lo spettatore e il "grande occhio", Franco Angeli, Milano, 2013.</p> <p>- R. T. DI Rosa (2013) La tutela dei minori stranieri alla prova delle politiche migratorie, NUOVE AUTONOMIE, vol. 2-3/2013, p. 335-363.</p> <p>R. T. DI Rosa (2008) Abitare, lavorare, vivere: l'intreccio esistenziale della precarietà migrante, in M. Grasso, Migranti tra flessibilità e possibilità, Carocci 2008, pp. 220-242.</p> <p>Di Rosa R. T. (2013) La dimensione interculturale nel lavoro sociale: verso la definizione dell'identità e delle competenze professionali RASSEGNA DI SERVIZIO SOCIALE, vol. 4-13, p. 46-61.</p> <p>R. T. DI Rosa (2017) Politiche, servizi e migranti: questioni aperte sull'integrazione, La Rivista delle Politiche Sociali, n. 1/2017, pp.121-131.</p>

## SYLLABUS

Hrs	Frontal teaching
3	The integration of migrants in the host society
3	Migration policies, social integration models and services.
3	A change of perspective: intercultural skills
3	Obstacles to the process of help: stereotypes and prejudices. Everyday and institutional racism.
3	The ethical foundations of intercultural competence and professional ethics
3	Interpersonal dynamics operator/user
3	Models of intercultural skills
3	Social service and citizenships in a multicultural world
3	The helping process while respecting diversity
3	Mediation, rights and new citizenships