UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2017/2018
MASTER'S DEGREE (MSC)	LIFELONG EDUCATION
SUBJECT	SOCIAL PSYCHOLOGY OF MARGINALITY AND DEVIANCE
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	20981-Attività formative affini o integrative
CODE	13376
SCIENTIFIC SECTOR(S)	M-PSI/05
HEAD PROFESSOR(S)	NOVARA CINZIA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**NOVARA CINZIA** Monday 10:00 13:00 Edificio 15 - 7° piano - Aula 016

PREREQUISITES	Pre-requisites for achieving the objectives of the course: - Knowledge of social work for the prevention of distress - Knowledge of community dynamics to provide an integrated work between services.
LEARNING OUTCOMES	Knowledge and understanding Students will have in-depth knowledge of the theories and lines of study and innovative research about the deviance and marginality, including psychosocial and multidimensional dynamics of such phenomena that explain the multi-professional intervention. Applying knowledge and understanding Students will have gained the ability to apply the theories learned, using them as reading and intervention within the scope of key issues of deviance and marginality, planning ad hoc interventions for individual categories of discomfort. Making judgments Students, acquired theories and knowledge gained through a direct confrontation with the scientific literature and field experiences on the themes of marginality and deviance, develop a critical sense that allows them to make judgments about the complexity of the social issues in question and the networking between the different departments responsible for complex responsibilities. Communication skills The frequency of teaching, through lectures and practical exercises will lead to the acquisition by students of a specialized clear and unambiguous language, to approach knowledgeably the issues concerning the teaching. Learning ability Learning active listening techniques, problem solving and networking; ability to contextualize the readings relative to different forms of uneasiness in reference to the local context, to create semantic links between content, synthetic reasoning.
ASSESSMENT METHODS	The evaluation will verify both the content knowledge and skills developed during the lectures and provided practical exercises. The verification methodology will be the oral (conversation), with proof of skills and subject knowledge provided by the course. The oral test requires a minimum of 4 questions, questions both open and semi-structured are in place to assess the student's ability to independently answer and reflect on the path of theoretical and methodological study. The evaluation will be expressed in thirtieths with eventual praise, according to the following evaluation method: - Excellent (score: 30 or 30 cum laude): excellent knowledge of the topics, excellent properties of language, the student is able to apply the knowledge to solve the suggested problems; - Very good (score: 26-29): good mastery of the subjects, full ownership of the language, the student is able to apply the knowledge to solve the suggested problems; - Good (score: 24/25): Basic knowledge of the main topics, discrete properties of language, limited ability to independently apply the knowledge to the solution of the proposed problems; - Satisfactory (score: 21-23): has not fully mastered the teaching subjects but it has the knowledge, satisfactory property language, poor ability to independently apply the knowledge acquired; - Adequate (score: 18-20): basic knowledge of the teaching and technical language issues, very little ability to independently apply the knowledge acquired; Insufficient: does not have an acceptable knowledge of the contents of the topics covered in the teaching.
EDUCATIONAL OBJECTIVES	Knowing the different theoretical approaches to marginality and deviance - Knowing the assessment tools and research methods and intervention in difficult contexts - Developing the capacity to collect, analyze and interpret the data, for reading of marginality and deviance - Acquiring, through a multi-professional approach, the ability to design preventive interventions and rehabilitation
TEACHING METHODS	The course will take place through lectures, educational visits on the field, practical work in the classroom. To encourage better communication teacher-students will use the e-learning platform UNIPA, which will be uploaded on the course materials, advertisements and other useful material for learning purposes.
SUGGESTED BIBLIOGRAPHY	

- Patrizi, P. (2011). Psicologia della devianza e della criminalita. Teorie e modelli di intervento. Roma: Carocci.
- Novara C., Varveri L. (2016) a cura di, Piazza Comunita' Connessioni. Creazione di processi partecipativi. Roma Aracne.
- Garro, M., Pace, F. (2017). Sorveglianza dinamica e regime aperto. Milano: FrancoAngeli.
- AA.VV. Rivista semestrale Psicologia di comunita. Intervento sociale e sviluppo di comunita, n. 2-2016.

SYLLABUS

Hrs	Frontal teaching
15	Theoretical approaches to deviance: from Lombroso to symbolic interaction model
15	Analysis of risk and protective factors (bio psychological factors, relational, social and community)

Hrs	Practice
15	Analysis and evaluation of the discomfort prevention projects and intervention based on repair Justice, through group work and meeting with key stakeholders