UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2020/2021
MASTER'S DEGREE (MSC)	LIFE-SPAN PSYCHOLOGY
SUBJECT	RISK PREVENTION MODELS IN THE LIFECYCLE
TYPE OF EDUCATIONAL ACTIVITY	D
AMBIT	20670-A scelta dello studente
CODE	15153
SCIENTIFIC SECTOR(S)	M-PSI/04
HEAD PROFESSOR(S)	POLIZZI CONCETTA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**POLIZZI CONCETTA** Friday 09:00 11:00 stanza del docente P4 - 018, edificio 15 , 4° piano

DOCENTE: Prof.ssa CONCETTA POLIZZI

PREREQUISITES	• Knowledge of the most recent theoretical perspectives on the development • Knowledge on the psychological support and on the rehabilitation
LEARNING OUTCOMES	Knowledge and UnderstandingCapacity •To know the dynamic configuration of risk conditions in the life span on the interaction between risk indicators and protective factors •To know and understand forms of psychological assessment in risk conditions the life span •To know psychological assessment tools in the life span •To know and understand the sense of resilience perspective and prevention perspective •To know about prevention models •To know about rehabilitation models • To know and explore the dynamics of the developmental risk of typical conditions and atypical development (adolescence, pediatric pathology) • To know and understand the different methods and different intervention techniques in risk conditions, oriented by the resilience and prevention perspectives •To know and understand the specific language of the discipline Applyingknowledge and understanding • To know how to read the specificity of different developmental risk and emergency in the life span •To know the context of psychological assessment models studied related to specific risk conditions •To know how to use assessment tools •To know contextualize and use patterns, prevention methods and tools •To know how to use the technical language of their own discipline Making Judgements •To use a metacognition approach on the learning process during the course •Assessing the learning pathways and applications experienced •Identify results and critical points of learning paths and application. Communication skills •To know how to express clearly and correctly the meaning and significance of the course content, learning experiences and practical experiences. Learning skills •Ability to trace the "informal knowledge" and the less formal one, covering by the course to start the propose training • To learn information transmitted and build the organization of personal knowledge • To increase knowledges gained and experienced paths through the bibliographic research of the field , participation in seminars and specific conferences
ASSESSMENT METHODS	Final evaluation of thirty. The exam consists of an interview aimed at ascertaining the expected learning outcomes, both in terms of knowledge and understanding of the subject topic as well as in terms of capacity of applying this knowledge, lately on the level of student's processing abilities and his/her capacity of explaining and argumenting the requested topics. In particular, the student must respond to a minimum of 3 open questions and / or semi-structured on topics of the discipline and will be evaluated on the same plane with which didactic is approach: explanatory, implicative and applicative. Therefore, relates to to the questions the student will be evaluated on: - Knowledge of the requested topic and the ability to explain clearly and correctly of the same, using the language of the discipline - The ability to make connections between the requested topic and the other topic of the discipline - The ability to recognize and explain the implications of models or theories proposed may have to practice for the community educator - The ability to recognize and explain the evolutionary importance of educational expressed interventions - The ability to provide independent judgments about the subject topic required during the examination, about to the educator community work The student will get the maximum score if the test allows to verify the full possession of the skill levels of explain knowlwdge : describe clearly and correctly, knowing how taking educational implications, knowing hypothesize educational contexts for the development, use technical language disciplinary The evaluation will be equal to the minimum score if the level of competency

	specified is not sufficiently In this sense , the range are shown below: Top marks(30 and honour):Complete, complex, rich in implications management of contents (from examples to instruments, cases, etc.); use of the technical language appropriate and articulate; complete argument. Excellent(30): Complete management of contents, with indications of possible implications; use of technical language with an indication of some relevant application forms; complete argument. Good (27-28): Correct and appropriate management of contents; relevant connections and some correct technical and disciplinary implications. Satisfying(26-24): Not always complete management of contents even if corrected with some implicative reflections; not always technical terms are correct; the argument is not articulated. Discreet(23-21): Unfinished management of some content; only a few connections; the technical language is not appropriate. Passing grade(20-18):Only some content is indicated, not always correctly; there are not correct terms.
EDUCATIONAL OBJECTIVES	The learning objectives of the path must be identified in: •To develop knowledge about psychological assessement perspective in risk conditions in life span •To acquire and refine prevention patterns and psychological rehabilitation •To develop competence in the design of prevention paths for the recovery and for the construction of the resilience •To analyze and explore risk factors in typical and atypical development •To develop methodological skills for managing of prevention actions •To identify support paths and rehabilitation in developmental risk conditions
TEACHING METHODS	The teaching will embrace different teaching methods: - Frontal lessons, as classroom lessons and therefore always interactive with students - Exercises in class (case analysis, small-planning etc.) - Laboratories to test methods, tools, etc. - Seminars with experts of the themes exposed - students' involvement oin Seminars / Study days relate to the educational work pertaining to issues of community is provided as well In this regard, the didactic will be carried out referring to 3 levels: I) explanatory / descriptive: the teacher explains the subject topic (eg. with frontal lessons, seminars) II) implicative: the teacher directs to looking for connections between subject topic exposed and practice of the educator (eg. with classroom exercises on case analysis, work discussion and laboratory) III) applicative: the teacher starts operating segments in the classroom to try to apply the learned topics (eg. with exercises in class planning and laboratories)
SUGGESTED BIBLIOGRAPHY	- Perricone Briulotta G , 2012,.Psicologia pediatrica. Dalla teoria alla pratica evolutivo clinica, Mc Graw Hill, Milano - Articoli su condizioni di rischio evolutivo (scientific papers on developmental risk condition)

SYLLABUS

Hrs	Frontal teaching
4	Developmental risk: patterns and factors

Hrs	Practice
6	Case analysis of risk in life span
10	Observation and Case analysis of risk in typical developmental pathways in pediatrics, neonatal and maternal settings

Hrs	Workshops
2	Training contract Representations on risk in life span

Hrs	Others
15	Design of interventions on Psychological Support and Rehabilitation with children and families in psychosocial risk condition
3	Sharing of the designs and drafting of a single project