



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
MASTER'S DEGREE (MSC)	PEDAGOGY		
SUBJECT	PSYCHOLOGY OF FAMILY, MARGINALITY AND DEVIANCE		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	21037-Attività formative affini o integrative		
CODE	21123		
SCIENTIFIC SECTOR(S)	M-PSI/07		
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	Basic elements of family pedagogy and community pedagogy
LEARNING OUTCOMES	<p>Knowledge and understanding Acquisition of knowledge relating to the dynamics of the family life cycle and deepening of the new family configurations and forms of parenthood whose relational complexity requires adequate coping strategies in order to prevent juvenile and adolescent deviations. Ability to identify for the different theoretical contributions, studied in depth during the course, the most suitable application contexts in the field of adult education capable of deconstructing any social labeling and self-fulfilling prophecies.</p> <p>Ability to apply knowledge and understanding Ability to autonomously outline a possible context of research and / or training with the different types of families, in a framework of network work between families, services and communities, defining: the theoretical reference model, the observation tools and the intervention techniques to be applied, as well as the modalities of reading the data and designing training plans during the whole life cycle and, in particular, in situations of hardship, marginality and deviance.</p> <p>Autonomy of judgment Ability to reflect on the knowledge acquired in an original and autonomous way, through the integration of different contributions to the study of family networks, formal and informal, to enrichment services and programs for fragile and vulnerable families at risk of deviance; ability to compare and create connections in relation to the different elements of the problems faced, activating a critical reflection that involves the local community and its formal and informal resources.</p> <p>Communication skills Ability to explain in a clear and coherent way the most significant elements for the study of the different contexts of the family life cycle and of the critical situations connected to the phenomena of deviant career and encounter with the prison institution; ability to report the results of research on families also to a non-specialist public.</p> <p>Learning skills Ability to study through the consultation of scientific publications belonging to the sector of family psychology and deviance, with particular reference to emerging family types. Ability to use the knowledge acquired during the course, for a high level training, or specialized seminars in the field of research and intervention in family contexts, in communities for minors, in mediation services according to a restorative justice perspective.</p>
ASSESSMENT METHODS	<p>The evaluation will verify both the content knowledge and skills developed during the lectures and provided practical exercises. The verification methodology will be oral (conversation), with proof of skills and subject knowledge provided by the course. The oral conversation 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 lode, according to the following evaluation method:</p> <ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> 1. To deepen the dynamics of the most recent family transformations and the consequent dimensions of risk 2. Apply pedagogically founded strategies for a resilient response capable of intervening and transforming the initial vulnerability and fragility of difficult family contexts through ad hoc training interventions 3. Identify good practices for the observation and support of parenting in formal and informal organizational contexts (social, school, community, judicial).

	<p>4. Plan training interventions for the promotion of family empowerment according to the Family Group Conference model</p> <p>5. Apply the networking methodology to ensure the protection of minors and young people at risk of marginalization from a participatory perspective.</p>
TEACHING METHODS	<p>The course will take place through lectures, practical work with the help of multimedia supports and in-depth seminars with experts from the field of studies. To encourage better communication teacher-students will use the e-learning platforms of UNIPA (Moodle and Teams), which will be uploaded on the course materials, advertisements and other useful material for learning purposes.</p> <p>The working students must contact the teacher at the beginning of the course (via email) in order to agree on any differentiated work plan and to have access to the teaching material on the electronic platforms.</p>
SUGGESTED BIBLIOGRAPHY	<p>1. Scabini, E., Iafrate, R. (2003, ed. 2019). Psicologia dei legami familiari. Bologna: il Mulino.</p> <p>2. Patrizi, P. (2011). Psicologia della devianza e della criminalità. Teorie e modelli di intervento. Roma: Carocci.</p> <p>UN TESTO A SCELTA TRA QUELLI SOTTO ELENCATI (A BOOK CHOSEN FREE, ONE OF THE FOLLOWING):</p> <ul style="list-style-type: none"> - Maci, F. (2017). Come facilitare una Family group conference. Manuale operativo per le riunioni di famiglia. Trento: Erikson. - Secchi, G. (2019). Tutela minorile e processi partecipativi. promuovere collaborazione tra famiglie e servizi sociali. Milano: FrancoAngeli.

SYLLABUS

Hrs	Frontal teaching
5	theoretical reference models and analysis of the family life cycle: development tasks and challenges, transitions and oscillations in reference to normative and paranormative events.
5	Intervention models and identification of family assessment tools, prevention of family discomfort, conflict mediation and integration of services in support of family empowerment.
10	Theoretical approaches to deviance and analysis of risk and protection factors (family, relational, social and community factors). Negative identity theories, self-fulfilling prophecy and labeling. Bandura's triadic determinism: subject, norms and social reaction.
5	Deviance as a communicative model. Deviant career: historical antecedents, crisis and stabilization. The contribution of psychology to the analysis of antisocial conduct. Agentic role of the deviant person and analysis of the protective and risk factors of a deviant career. Role of experts in the intervention on minors and adults in the diagnostic, prognostic and judgment phase; imputability and non-custodial measures.
Hrs	Practice
10	Simulated, role playing, case studies, group discussions and meetings with key interlocutors who work with families in the legal, social, educational and cultural fields.
10	Analysis of the different models of justice and evaluation of projects for the prevention of distress and intervention based on justice restarted, through group work and meeting with key stakeholders