



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	PSICOLOGIA DEL CICLO DI VITA		
INTEGRATED COURSE	TOOLS AND TECHNIQUES FOR PLANNING AND GUIDANCE - INTEGRATED COURSE		
CODE	23245		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	M-PSI/04		
HEAD PROFESSOR(S)	INGUGLIA CRISTIANO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	LO COCO ALIDA	Professore a contratto in quiescenza	Univ. di PALERMO
	INGUGLIA CRISTIANO	Professore Ordinario	Univ. di PALERMO
CREDITS	12		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>INGUGLIA CRISTIANO Thursday 12:00 13:00 Edificio 15 - Viale delle Scienze - 4 piano oppure sul Team del docente (inviare una mail per concordare appuntamento e modalita)</p> <p>LO COCO ALIDA Thursday 10:00 12:00 Dipartimento di Scienze Psicologiche Pedagogiche dell'Esercizio Fisico e della Formazione - Ed. 15 - Viale delle Scienze , quarto piano</p>		

<p>PREREQUISITES</p>	<p>In order to understand the content and the learning objectives of the course, the student should meet the following requirements: knowledge of motivation, intelligence, social learning theories, as well as developmental and educational psychology. Moreover, the student should know the basic psychological theories and the techniques of psychological intervention in social and developmental contexts, as well as all of the principles of methodology of research.</p>
<p>LEARNING OUTCOMES</p>	<p>Knowledge and ability to understand Enhancement of the knowledge of the theoretical and practical principles guiding the project design of psychological interventions in different contexts. Enhancement of the knowledge of the principal theoretical models that underline guidance actions in different fields (scholastic, educational, professional). Increase of the understanding about the main field of intervention for the psychologist as well as about the funding sources in this field. Increase of the understanding of psychological phenomena involved in the career choice from an emotional, cognitive behavioral perspective Capacity to apply knowledge and understanding Enhancement of the skills in applying the knowledge of the principles of project design in order to realize psychological studies and interventions. Enhancement of the skills in understanding phenomena linked to scholastic and professional choice Enhancement of the competence in filling an application form of a call of proposal. Best skills with regard to fund-raising techniques and intervention methodologies. Best competence to correctly employ guidance practical instruments (psychological measures and tests, psychological colloque, techniques of social animation). Autonomy of judgments Greater autonomy of judgments in the practice of the future profession. Acquire higher levels of self-regulation, self-management and awareness about social, scientific and ethnical motives related to the profession of psychologist. Ability to work independently, with a critical and aware approach, demonstrating to know to take operational decisions in relation to the needs and problems encountered in different situations. Ability to communicate Acquisition of communicative competence in the field of project design and the realization of psychological interventions. Better skills in the use of the lexicon of the project design, in asking and answering research questions, in the capacity to communicate the results of the projects. Professional skills in writing reports and project proposals. Acquisition of skills' description and synthesis and use of an appropriate psychological lexicon in the field of guidance. Capacity of learning A better ability to learn from the study of the main topics of the project design. An improvement of the study method and the approach to the field of psychological sciences. Ability to critically analyze the projects already carried out. Development of skills to promote an autonomous learning and to generalize concepts, theories and methods.</p>
<p>ASSESSMENT METHODS</p>	<p>The assessment methods of the Integrate Course are both written/practical and oral tests. The written/practical test consists in the preparation of an intervention project in the field of psychology that has to be written according to the guide-lines provided by the teacher (and downloadable from the web-site of the course). Such a project will be aimed at assessing the acquisitions and the competence reached during the course, in particular, the ability to apply knowledge and understanding, the independence of judgment and communication skills in written form. The project should be written individually or in group (max two persons for each group) and has to follow the formal aspects, the number of words, as well as the other requests outlines in the guidelines provided by the teacher. The writing of the project will start during the course, within the hours of practical exercises, and will be completed in autonomy by the students. The projects have to be delivered up to one week before the date of the oral exams. The evaluation of the project will be qualitative using a judgment ranging from insufficient (not following the guideline provided by the teacher) to very good (high mastery of the concepts as well as full respect of the guidelines). The evaluation of the project will be communicated during the oral exam. Anyhow, the students are admitted to the oral test even if they do not receive a judgment of sufficient. The oral test is mandatory. The oral examination which will consist of an interview, must ascertain the possession of skills and subject knowledge provided by the course with regard to both modular courses. With regard to the modular course of Planning of psychological interventions, the candidate will have to answer at least two/three questions posed orally, on</p>

	<p>all parties covered by the program, with reference to the recommended texts. With regard to the modular course of Guidance tools and techniques in the life cycle, the candidate will have to answer at least two/three questions posed orally, on all parties covered by the program, with reference to the recommended texts and trainings. Moreover, the candidate has to discuss a scientific article of his/her choice, written in English and focused on the topics of the subject.</p> <p>Final assessment aims to evaluate whether the student has knowledge and understanding of the topics as well as he/she has acquired the capacity to interpret and independent judgment of concrete cases. The pass mark will be reached when the student shows knowledge and understanding of the subjects at least in general terms, and has minimal application knowledge regarding the presentation of case studies; he/she will also have presentation and argumentative skills as to allow the transmission of his/her knowledge to the Teacher. Below this threshold, the examination will be insufficient. Grades are expressed in thirtieths derived from the combination of the judgments related to the written test (the project - 30% of the grade) and the oral test (70% of the grade).</p>
<p>TEACHING METHODS</p>	<p>Lectures with the support of slides downloadable from the course's site.</p> <p>Practical training, proposed by the teacher, aimed at applying instruments of vocational guidance in different domains.</p> <p>Practical training, proposed by the teacher, aimed to know forms and call for proposals, as well as to develop a project proposal according to the guidelines provided by the teacher.</p> <p>Workshops with stakeholders.</p> <p>The frequency of the practical training is therefore highly recommended.</p>

**MODULE
PLANNING PSYCHOLOGICAL INTERVENTIONS**

Prof. CRISTIANO INGUGLIA

SUGGESTED BIBLIOGRAPHY

Inguglia C. (2012). La progettazione di interventi psicosociali: Linee guida ed esempi applicativi (qualsiasi edizione). Carocci, Roma. ISBN: 9788874666348

Capitolo 5 "Programmi di intervento Evidence-Based per promuovere la resilienza nel corso dello sviluppo" In Inguglia C., Lo Coco A. (2013), Resilienza e vulnerabilità

psicologica nel corso dello sviluppo (qualsiasi edizione), Il Mulino, Bologna. ISBN: 978-88-15-24601-1

Alcuni bandi e progetti in lingua inglese

Dispense e materiali didattici a cura del docente

English

Inguglia C. (2012). La progettazione di interventi psicosociali: Linee guida ed esempi applicativi. Carocci, Roma.

Chapter 5 "Programmi di intervento Evidence-Based per promuovere la resilienza nel corso dello sviluppo" In Inguglia C., Lo Coco A. (2013), Resilienza e vulnerabilità

psicologica nel corso dello sviluppo, Il Mulino, Bologna.

Some call for tenders and application forms in english

Slides and other materials provided by the teache

AMBIT	50473-Psicologia dello sviluppo e dell'educazione
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

The course is aimed at:

- providing students with knowledge of the theoretical and practical principles guiding the project design of psychological interventions in both social and educational contexts. Moreover, knowledge about the main domains of intervention for the psychologist as well as about the funding sources in this field;
- increasing the skills in applying the knowledge of the principles of project design in order to realize psychological studies and interventions in the field of social services and educational contexts;
- fostering greater autonomy of judgments in the practice of their future profession, providing them with recommendations and tools to acquire higher levels of self-regulation, self-management and awareness about social, scientific and ethnical motives related to the profession of psychologist;
- enhancing communicative competence in the field of project design and the realization of psychological interventions;
- promoting a better ability to learn from the study of the main topics of the project design, as well as an improvement of the study method and the approach to the field of psychological sciences.

SYLLABUS

Hrs	Frontal teaching
2	Introduction to the course: the concept of project and competence for project design
2	Project Management and project development
2	Definition of problem and need analysis
2	Definition of general and specific objectives
2	Direct and indirect target groups
3	Methodology and activities for the realization of psychological intervention
2	Duration and work-plan of the project
3	Monitoring and evaluation of psychological intervention
2	Economical, material and human resources
2	Translational research and evidence-based programs
Hrs	Practice
4	Project design in different contexts: examples and best practices
4	Main sources of fund-raising: calls and forms
Hrs	Workshops
10	How to write a project: Laboratory in classroom

MODULE
GUIDANCE TOOLS AND TECHNIQUES IN THE LIFE CYCLE

Prof.ssa ALIDA LO COCO

SUGGESTED BIBLIOGRAPHY

Testo consigliato: S. Soresi - L. Nota (2020) L' orientamento e la progettazione professionale - Il Mulino, Bologna

Materiale fornito dal docente durante le lezioni e le esercitazioni. Inoltre, lo studente dovrà presentare un report orale su un articolo recente tratto da una rivista scientifica internazionale. L'articolo potrà essere scelto dallo studente su un argomento del programma

AMBIT	50473-Psicologia dello sviluppo e dell'educazione
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

The course's aim is to provide an overview of the most relevant theories of vocational guidance and of its importance in different life period; to explain how to apply theoretical models in different fields and how to use instruments and evaluation tools; to show how to choose intervention programs according to contexts and its characteristics

SYLLABUS

Hrs	Frontal teaching
2	The development and the transformation of vocational guidance concept: theoretical perspectives, contexts, aims and practical purposes
2	Individual differences and vocational guidance.
2	The decisional process: typologie and specific elements.
2	Building and developing professional identity
2	Promoting vocational guidance
2	The concept of competence
2	The theoretical approach and the instruments of analysis of competence
2	The counselor of competence analysis
2	Intervention programs on competence analysis
2	Methodologies and best practices for vocational guidance
2	Adjustment and decision career making
2	Measures and test for vocational guidance
Hrs	Practice
2	Intervention programs on competence analysis
2	Methodologies and best practices for vocational guidance
2	Methodologies and best practices for vocational guidance.
2	Measures and test for vocational guidance
2	Measures and test for vocational guidance.