# . - Counselling in the Life Cycle

## Prof. Gaia Cucci

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to address the issue of counselling in the life cycle by providing students with knowledge in both the operational practices (techniques, skills) counsellors need to apply in their work, and the contexts in which the psychologist has to put these skills to use.

*Knowledge and understanding*

At the end of the course, students will be able to:

* Know the main theoretical assumptions based on the psychological counselling intervention;
* Know the main application fields of the intervention and what individual, family, social and organisational "questions" it answers;
* Know the appropriate psychological counselling techniques when caring for people in different phases of life.

*Ability to apply knowledge and understanding*

At the end of the course, students will be able to:

* Know how to discriminate between requests for psychological help that can be resolved through a counselling intervention, and requests that need other forms of help;
* Know how to orientate between different counselling techniques for children, adolescents, adults;
* Know how to modulate and articulate the counselling intervention according to the context and patient/client's request for help.

***COURSE CONTENT***

The theoretical models, strategies and techniques that characterise counselling interventions will be presented. The course will analyse in depth the unique aspects of the work the counsellor does in relation to the characteristics of the patient/client treated.

The course will also look at the different contexts in which psychological counselling can be conducted (schools, clinics, child care services, universities, hospitals, companies, nursing homes) as well as the skills and specific features required of the counsellor to best operate within each of them.

The typical operational practices of counselling with young people (children and adolescents) and adults will then be presented.

Some of the issues most frequently brought to the attention of the counsellor will be presented, in an attempt to identify the most appropriate operating practices.

Specifically, the course is divided into the following units and subunits:

Unit 1: Definition of counselling and fields of intervention

* Deontological aspects of counselling
* Fields of intervention

Unit 2: Theoretical approaches to counselling

Unit 3: Attitudes in counselling

- Attitudes to avoid and productive attitudes

- The Rogerian triad

Unit 4: The Technique of Reformulation

- Criteria of external and internal settings

- Counselling Agreement

Unit 5: The Reformulation

- The technique of reformulation and its use in counselling

- Types of reformulation

Unit 6: Questions

- Types of questions

- Use of questions in counselling

Unit 7: Counselling with couples and families

Unit 8: Academic counselling

Unit 9: Counselling with children and adolescents

- General overview

- The spiral of change

Unit 10: Counselling techniques with children and adolescents

- Counselling techniques with children

- Counselling techniques with adolescents

- Counselling at school

Unit 11: Counselling with parents

- Types of services

- Models for working with parents

Unit 12: Online Counselling

***READING LIST***

For the path based on lecture contents:

1. Contents of the lectures (slides – notes – additional materials)
2. Basic texts:

* V. Calvo. *Il colloquio di counseling: tecniche di intervento nella relazione di aiuto*. Il Mulino, Bologna, 2007.
* A. Sala. *Ascoltare ragazzi e genitori: la consulenza psicologica breve di sportello*. Mimesis, Milano, 2017.

One text to choose from:

* L.Benedetto - M. Ingrassia, *Parenting*, Carocci, Roma 2012
* E. Confalonieri (a cura di). *«Mi disegno». Uno strumento per la valutazione dell’immagine corporea in adolescenza*, Unicopli, Milano, 2010.
* E. Confalonieri (a cura di). *Love skills in adolescenza. Come promuovere e sviluppare competenze nelle relazioni sentimentali*, FrancoAngeli, Milano, 2020.
* R.Cassibba, R- M. IJzendoorn, *L'intervento clinico basato sull'attaccamento Promuovere la relazione genitore-bambino*, Il Mulino, Bologna, 2005.
* M. Lancini, *Ascolto a scuola. La consultazione con l'adolescente*, FrancoAngeli, Milano, 2010.
* R. Longobardi - T. Pasta - C. Quaglia, *Manuale del disegno infantile. Vecchie e nuove prospettive in ambito educativo e psicologico*, UTET, Torino. 2012.
* P.Scocco- M.Trabucchi (a cura di), *Counselling psicologico e psichiatrico nelle case di riposo,* Centro Scientifico Editore, Torino, 2007.

For the text-based path:

1. Basic texts:

* V. Calvo. *Il colloquio di counseling: tecniche di intervento nella relazione di aiuto*. Il Mulino, Bologna, 2007.
* G. Rezzonico - C. Meier, *Il counselling cognitivo relazionale*. Franco Angeli, Milano, 2010 (Part I Chapters 1, 2, 4; Part III Chapters 2,3,5,8).
* A. Sala. *Ascoltare ragazzi e genitori: la consulenza psicologica breve di sportello*. Mimesis, Milano, 2017.

1. Two texts to choose from:

* L.Benedetto - M. Ingrassia, *Parenting*, Carocci, Roma 2012
* E. Confalonieri (a cura di). *«Mi disegno». Uno strumento per la valutazione dell’immagine corporea in adolescenza*, Unicopli, Milano, 2010.
* E. Confalonieri (a cura di). *Love skills in adolescenza. Come promuovere e sviluppare competenze nelle relazioni sentimentali*, FrancoAngeli, Milano, 2020.
* R.Cassibba, R- M. IJzendoorn, *L'intervento clinico basato sull'attaccamento Promuovere la relazione genitore-bambino*, Il Mulino, Bologna, 2005.
* M. Lancini, *Ascolto a scuola. La consultazione con l'adolescente*, FrancoAngeli, Milano, 2010.
* R. Longobardi - T. Pasta - C. Quaglia, *Manuale del disegno infantile. Vecchie e nuove prospettive in ambito educativo e psicologico*, UTET, Torino. 2012.
* P.Scocco- M.Trabucchi (a cura di), *Counselling psicologico e psichiatrico nelle case di riposo,* Centro Scientifico Editore, Torino, 2007.

***TEACHING METHOD***

The teaching method will comprise lectures, both individual and small-group activities, presentation of case studies, and use of video excerpts. Class discussions on specified topics will be stimulated.

***ASSESSMENT METHOD AND CRITERIA***

The exam will consists of an oral examination with open questions aimed at investigating the areas covered in the programme and that will be formulated referring to specific topics.

1. Concerning to ‘’Knowledge and understanding’’: student knowledge, understanding regarding the the thoretical models, fields of intervention, the methods and tecniques will be evaluted
2. Concerning to ‘’Ability to apply knowledge and understanding’’: students will be asked to provide practical exemplification.

The overall evaluation will be based on: accuracy and completeness of the answers, relevance and coherence of the contents, student ability to make connections and student use of the specific and appropiate terminology.

***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of developmental psychology and clinical psychology.

*Meeting with the Professor*

Professor Cuccì will receive students upon email appointment (gaia.cucci@unicatt.it).

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.