# Dynamics and Processes in the Institutions

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

The course has a twofold objective: first, to investigate the historical evolution of the institution concept, with specific reference to treatment/care institutions; second, to teach students how to recognise and interpret the features characterising the presence of unease in public and private institutions, and in the non-profit sector.

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

1. Recognise the various institutional contexts and the difference between the organisational and institutional dimensions of an institution;

2. Know and apply methods and tools to their reading of institutional contexts and analyse the requests therein;

3. Explore and understand the relational dynamics and emotional repercussions (conscious and unconscious) within institutions;

4. To acquire autonomy of judgment and a communicative ability that uses psycho-socio-analytical language;

5. To promote and support the ability to devise project actions in institutions from a psycho-socio-analytical point of view.

***COURSE CONTENT***

Unit 1: Theoretical premise on the psycho-socio-analytical approach and the study and work on/in institutions.

The theoretical content of the course can be summarised in some strands of study of institutions:

- Theory of the English Socioanalytic School (E. Jaques);

- Theory of the French School;

- Theory of the Buenos Aires School (E. Pichon Rivière, J. Bleger);

- Theories of the institutional clinic in Italy (Pagliarini, Fornari, Correale, Fasolo).

Unit 2: Methodology and tools

* The method of institutional analysis
* Analysis of the question
* Psycho-socio-analytical interview
* Work group/operational group
* Group cooperation techniques
* Developing an intervention project: the identification of effective clinical actions and relational strategies, and the ongoing monitoring and verification of strategies already in place.
* Theory and method of psychodynamic observation

Unit 3: Interventions

* Work aimed at understanding, analysing and interpreting institutional cases presented by outside testimonials that exemplify the theoretical premises and methodologies presented in the course.
* Work aimed at understanding, analysing and interpreting cases developed in class with the course students.
* Classroom research intended to reflect on and interpret the group-class dynamics in a learning setting.
* Institutional intervention tools will also be presented, starting with a differentiation between institutions: public, private and non-profit. The teaching approach used by the course is one based on "learning by experience" and, in this sense, the classroom will also be used as a "learning group".

***READING LIST***

- Bleger J., *“Psicoigiene e psicologia istituzionale”*, La meridiana, Molfetta, 2011 (pp. 1 - 146).

- Ronchi E., Ghilardi A. (Eds.), *“Professione psicoterapeuta. Il lavoro di gruppo nelle istituzioni”*, Franco Angeli. Milan, 2003 (Chapter 3 pp. 48 - 69, Chapter 4 pp. 72 - 87)

- Vigorelli M. (Ed.), *“Il lavoro della cura nelle istituzioni. Progetti, gruppi e contesti nell’intervento psicologico”*, Franco Angeli, Milan, 2005 (pp. 1 - 138)

- Galletti A., Speri L., *Con la lente della mente. Alle radici dell'osservazione psicoanalitica*, La Meridiana, Bari, 2020.

***TEACHING METHOD***

The course includes lectures, supplemented by multimedia presentations and the analysis of texts and audiovisual material. The frontal lectures will be interspersed with practical sessions that include the direct involvement of students. Experiences and case studies will be used to draw links between the theoretical and practical: lecturers or "preferential" speakers will present students with the framework of a complex and problematic situation that will give students the chance to work within a group-learning structure. Students will also work at identifying possible intervention strategies and developing intervention projects.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam.

An oral exam aimed at assessing students': a) knowledge of the theory behind the models presented;

b) understanding of the concepts, methods and tools; and c) ability to personally rework the contents studied (e.g. making critical judgments, drawing links between topics, applying contents to concrete cases, and referencing the theory when interpreting and analysing concrete cases).

The exam consists of two sections: an assessment of theoretical knowledge and an assessment of the skill at applying and personal reworking contents. The mark will be determined as follows:

* from 18 to 23: theoretical knowledge adequate but limited to texts (poor applicative skills and personal reworking of knowledge).
* from 24 to 26: good theoretical knowledge and sufficient applicative competence and personal reworking (connecting contents and subjects) of knowledge.
* from 27 to 30 cum laude: excellent theoretical knowledge and good/excellent applicative and reworking skill.

***NOTES AND PREREQUISITES***

It is considered useful as a prerequisite to acquire the contents of the Work and Organisational Psychology and Dynamic Psychology courses, as well as knowledge of the functioning of groups and the analysis of demand is assumed.

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.