# Specialist module with workshop: interventions to take care of minors with migratory background

## Prof. Giovanni Giulio Valtolina

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

The course aims to provide students with the operational skills – closely related to the theoretical knowledge of reference – required to carry out a situational assessment in presence of minors with a migratory background, and work in multidisciplinary teams.

At the end of the course, students will be able to competently identify the main family and environmental processes emerging in situations characterised by the presence of a migratory background, with a focus on identity dynamics.

***COURSE CONTENT***

The course will explore, using a hands-on teaching method and always taking into account the latest scientific theories, the specific psychological skills required when it is necessary to carry out assessments involving migrant children or children of migrant parents. In addition, the course will introduce and discuss not only the results of the research and experimentation showing that minors involved in specific interventions achieve significant progress from a cognitive, emotional, and social perspective, but also the case studies presented directly by the minors involved.

In particular, the course will be structured into the following units and sub-units:

Unit 1: The acculturation process in minors with a migratory background

* between psychology and anthropology: minors’ migration background
* the methodology and objectives of the interventions providing care and support to minors
* the assessment of intervention effectiveness

Unit 2: The interventions providing care and support to minors in particular conditions of vulnerability

* unaccompanied foreign minors
* foreign young offenders
* foreign minors with disabilities

***READING LIST***

G. Mantovani, L’elefante invisibile. Alla scoperta delle diversità culturali, Giunti, Milan, 2005.

D. Boerchi, G.G. Valtolina (edited by), Nella mia classe, il mondo. I processi educativi nella scuola multietnica, Edizioni Junior, Bergamo, 2021 [Chapters 1, 8, 11, 12].

N. Pavesi, G.G. Valtolina, Buone pratiche per l’accoglienza dei minori non accompagnati. Sistemi di inclusione e fattori di resilienza, FrancoAngeli, Milan, 2021.

***TEACHING METHOD***

With regard to the reference framework offered by the latest studies in this field, the course will explore the models and experiences related to the interventions aimed at providing care and support to minors with a migratory background. In addition to the analysis of documentary material, some minors will be invited in class to talk about their experience, with a focus on the resources that have been used and the main issues they had to face, both at a family and social level, during their acculturation and development process.

***ASSESSMENT METHOD AND CRITERIA***

The students’ preparation will be assessed through a written exam, based on the readings and the topics indicated in the Faculty Guide published in the dedicated section of the website www.unicatt.it, with the possibility, upon request of the Exam Committee and/or the student, of a supplementary oral exam to be taken according to the conditions laid down by the Committee.

The exam will consist of two open-ended questions, that students will have to answer in two hours. The questions aim to assess the critical learning and the personal reinterpretation of the key elements of the course content. Therefore, during the exam, students will be asked questions based not only on the topics presented in class and explained in the textbooks indicated in the reading list, but also on their personal reflections on the topics under analysis. The questions will cover the whole course content and they will be formulated with reference to specific topics.

For each of the two answers, students will get a positive mark, if the answer is considered thorough, that is to say complete from the point of view of the presentation of the requested contents and reflections, or a negative one, if the answer is missing some contents or an adequate personal reflection on them. In order to pass the exam, students will have to get a positive mark in each of the two answers composing it. The assessment method will take into account the students’ ability to understand the questions, the use of the theoretical tools considered as the most coherent among the ones introduced during the course, the rigour in the ability to discuss and affirm their point of view, the relevance of the answers, the appropriate use of a specific terminology, the ability to use argumentation to create a structured and coherent discourse, and the capacity to identify conceptual connections and open issues.

***NOTES AND PREREQUISITES***

Students should have a good knowledge of the key concepts of the main theories of developmental psychology.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

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.