**Sociology of Cultural Processes for the Promotion of Well-Being in Children and the Family**

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

The course aims to:

* provide students with a general understanding of Welfare cultural models, which include the interventions and services aimed at promoting people’s relational well-being, with a focus on families with children;
* help students discover and apply a model for the design and assessment of interventions and policies aimed at the promotion of the well-being of children and their families, based on the *FamILens®.COM (Family & Community Impact Lens)*
* help students discover and experiment the use of the Logical Framework Approach, one of the most widespread planning methodologies in the social field.

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

* find their way as competent workers in the world of welfare services,
* develop their communicative skills through the participation to the workshop, that will allow them to implement their ability to work in teams and present the results of their work,
* analyse from a critical perspective the quality of the interventions on the basis of the *FamILens®.COM (Family & Community Impact Lens)*,
* plan interventions and services using the Logical Framework Approach and the *FamILens®.COM (Family & Community Impact Lens)* model, with a focus on the field of protection and the development processes in relational, family, and school contexts.

***COURSE CONTENT***

The first part of the course will analyse the cultural models involved in the promotion of well-being (*welfare*), the features of social services, and the related topic of the personalisation and co-production of services, in the light of the *FamILens®.COM (Family & Community Impact Lens)* model.

The second part of the course will illustrate the planning process of an intervention, from the analysis of the issues to the definition of the objectives, on the basis of the Logical Framework Approach methodology.

The course will explore the following topics:

Unit 1 – Welfare cultural models

Unit 2 – The well-being of family relations

Unit 3 – The personalisation vs individualisation of services

Unit 4 – The de-familisation

Unit 5 – The whole-family, the family centred, and the family-based approach and the concept of *familiness*

Unit 6 – The models for the Family Impact Analysis

Unit 7 – The *FamILens®.COM (Family & Community Impact Lens)*

Unit 8 – The participatory design

Unit 9 – The Logical Framework Approach

The course will also include a workshop on the application of the *FamILens®.COM (Family & Community Impact Lens)*.

Furthermore, it will focus on the presentation, carried out by subject-matter experts, of innovative interventions in the field of protection and the interventions addressed to children and teenagers.

***READING LIST***

The slides and the teaching material available on Blackboard

In addition to the slides, and for a better understanding of the topics explained during the course:

* For welfare models, please see:
* Prandini, R. (2013). La persona come medium e forma di politica sociale. Un cambiamento di paradigma per i servizi di welfare. *Sociologia e politiche sociali*, 16(3), p. 43-78.
* For the concept of well-being, please see:
* OECD (2013). *Concept and validity*, in *OECD Guidelines on Measuring Subjective Well-being*. OECD Publishing. (chap. 1) (online) https://www.ncbi.nlm.nih.gov/books/NBK189563/
* For the Family impact Lens and the concept of *familiness*, please see:
* Carrà, E. (2020). Il Family Impact Lens. Framework teorico e modello operativo. *Consultori familiari oggi*, 28(2), p. 11-35. ([link to the full version of the text](link%20to%20the%20full%20version%20of%20the%20text)) https://consultorifamiliarioggi.it/wp-content/uploads/2021/01/CfO-2-2020-Carra.pdf
* Carrà, E. (2018). ‘Familiness’: un modello innovativo per l’analisi e la valutazione dei servizi alla persona. In Belletti, F., Bramanti, D. & Carrà, E. (edited by). *Il Family Impact: un approccio focalizzato sulla famiglia per le politiche e le pratiche*, Quaderno del Centro Famiglia n. 30, Milan: Vita&Pensiero.
* For the Logical Framework Approach, please see:
* Stroppiana, A. (2009). *Progettare in contesti difficili. Una nuova lettura del Quadro Logico.* Milan: FrancoAngeli

In order to get a better understanding of the experiences presented by subject-matter experts (further readings may be added to the list, in relation to the experiences presented in class), please see:

* + Maurizio, M., Perotto, N., & Salvadori, G. (2015). *L’affiancamento familiare. Orientamenti metodologici*. Milan: Carocci.
  + Maci, F. (2011). *Lavorare con le famiglie nella tutela minorile. Il modello delle Family Group Conference*, Trento: Erickson (Introduction and chaps. 11,12,13,14).

***TEACHING METHOD***

The course will include frontal lectures (also with the participation of subject-matter experts), practical activities to be held in class and online, and group works.

Students will have the possibility to attend an optional workshop on the application of the FamILens®.COM (Family & Community Impact Lens), held by dr. Chiara Ferrari: the participation to the workshop will involve the execution of a group work consisting in the analysis of a case study related to a service or intervention, chosen by students, in which they will be asked to conduct 1/2 interviews using a pre-formulated form, and analyse useful documentation to answer the questions included in the form. At the end of the analysis, each group will have to write a short paper and prepare a powerpoint presentation to illustrate the results. The group work, to be carried out during the workshop, will replace the final exam for all the participants (provided that they have already taken all the progressive assessment tests of the course, as indicated in the Assessment method and criteria section below).

Furthermore, the course will include a specific moment for the presentation of the group works, at the end of which they will get a mark based on the assessment carried out by the rest of the class and the teaching staff.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of the acquisition of the required competencies will be structured as follows:

* a *progressive assessment* of the acquired skills, carried out through online tests on Blackboard; for each test, students will be awarded with up to 3 points; for those who take all the online tests and attend the workshop, the average mark will contribute to the definition of the final mark.
* the students taking all the progressive assessment tests and attending the workshop, will be given the possibility to take a *final test* online, that will allow them to improve the final mark of up to 15 points;
* for the group work, carried out during the workshop, students will be awarded with up to 13 points, 8 of which resulting from the assessment of the paper, and the remaining 5 deriving from the mark obtained in the public presentation. The assessment criteria at the basis of the award of the 8 points will be based on the correct use of the tools during the interviews (4 points); the accuracy of the analysis of the results (4 points).

The students who cannot take part to the progressive assessment on a continuous basis nor attend the workshop, will have to take, on official exam dates, a test consisting in 15 closed-ended questions, each of which will award them with 1/30 point (a specific part will be focused on the Logical Framework Approach and the *FamILens®.COM*) (pass mark 12/30), and a test consisting in 4 open-ended questions, each of which will award them with a maximum of 4/30 points and will be assessed as follows:

* the ability to understand the question (1);
* the argumentative skills (1);
* the correctness of conceptual connections (1);
* the critical ability to reformulate the topics (1)

***NOTES AND PREREQUISITES***

The course will explore topics that are certainly very different from the ones covered by the other courses of the Master’s degree, but it offers students the possibility to acquire essential skills that can be immediately used in every professional field, as well as in the planning of their degree thesis. Workshop attendance is strongly recommended, since it is fundamental for the acquisition of the skills mentioned above.

The students who have never attended a Basic nor an Advanced sociology course are invited to read, before attending the course, the first 3 chapters of the textbook Carrà E. (2008). *Un’osservazione che progetta*. Milan: Led (available online on the website of the publishing house).

Students are invited to check Blackboard and their mailbox on a regular basis.

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.