Specialist Module with Workshop: Tools for Assessing Individual and Organisational Well-being

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with theoretical knowledge and methodological-operational competences regarding the tools used for assessing and measuring subjective and interpersonal well-being, both at an individual level and in organisational contexts. In particular, students will have the opportunity to deepen their knowledge of the theoretical foundations underlying the construction and use of the main tools and techniques used in assessing well-being; they will also be able to gain workshop experience in the concrete application of these tools, studying both quantitative and qualitative tools and techniques. The course aims to improve students' mastery in using the tools presented, in analysing, interpreting and presenting the data obtained, in evaluating the opportunities for using the different tools (including those not directly tested during the course), and in choosing the most suitable tools to assess well-being based on the implementation context and objectives of the assessment itself.

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

Knowledge and understanding

a) know the main tools for assessing subjective and interpersonal well-being at an individual and organisational level and their areas of application; b) understand the different natures, usefulness, potential and limitations of qualitative and quantitative data in assessing well-being;

Ability to apply knowledge and understanding

c) identify the most suitable tools for evaluating and measuring well-being for different types of intervention (diagnosis, research, prevention, empowerment, etc.), based on the objectives and the implementation context of the intervention itself;

d) apply the tools presented during the course, analyse and interpret the results, and, where indicated, trace the profiles at an individual and/or organisational level;

Autonomous judging skills

e) critically consider the data and results deriving from the application of different evaluation tools in different contexts (starting from the experiences, discussions and papers developed during the course);

Communication skills

f) present the resultant data in different ways using different tools and techniques for assessing well-being;

Learning ability

g) know how to find (from the literature and available sources) all the information necessary for the concrete application and use of a validated tool for assessing various aspects of well-being.

COURSE CONTENT

The course includes a presentation of the main tools for measuring subjective and interpersonal well-being at an individual and organisational level, beginning with the reference theories for the different tools, and then going into the details of the methodological, applied and operational aspects. The course contents will be organised into two modules:

Module 1- Individual Well-being

The module will consider the main scales and tools for evaluating subjective well-being (in its cognitive and affective components), psychological well-being as a multidimensional construct, and interpersonal and social well-being, with attention paid to the tools' application in different targets and age groups.

1. Introduction: types of tools and techniques for the assessment of well-being.
   1. Self-report tools for assessing individual well-being.
      1. Methodological aspects (construction, psychometric characteristics, limits, application);
      2. Theoretical paradigms: tools for evaluating hedonic well-being (subjective and affective well-being), eudaimonic well-being (psychological well-being, and other constructs developed in the context of positive and social psychology;
      3. Application aspects: administration of the tools, treatment, analysis, interpretation and presentation of collected data.

Module 2 - Organisational Well-being

The module will consider different tools for assessing organisational well-being, including tools of different forms (validated scales and qualitative tools). In particular, aspects related to the assessment of organisational well-being and health and the application of the focus group tool in organisational contexts will be considered.

2.1 Theoretical aspects: definitions, constructs and areas of organisational well-being.

2.2 Methodological aspects: methodologies and tools for assessing work-related stress and organisational health.

2.1 Application aspects: use of the focus group in assessing well-being in organisational contexts.

READING LIST

MR Ciceri, Psicologia Positiva e Benessere, chap. 13, in Feldman-Amoretti-Ciceri, Psicologia Generale, 2013, 2nd ed.

Further in-depth material used during the course and useful for carrying out the practical tasks and papers for the final assessment will be made available on the Blackboard platform.

TEACHING METHOD

Alternating frontal classroom lectures and guided practical activities (individual and group), covering the usage aspects of the tools presented. Through the practical activities carried out in the classroom and the assigned tasks (performed for the final assessment), students will be able to apply the tools covered by the course, collect and analyse the data, and interpret and present the results in different ways. They will also have the opportunity to reflect on the criteria for choosing well-being assessment tools, both at an individual and organisational level, within intervention projects of different natures.

ASSESSMENT METHOD AND CRITERIA

The assessment will be based on the students' performance of individual and group practical tasks proposed during the course and related to the application of a few tools for assessing well-being, with related analysis and reporting of results. To pass the exam, students will be able to follow either a programme based on the lecture contents (slides, classroom workshops, notes) or a programme based on study material, individual practical exercises and in-depth study (texts and articles for theoretical in-depth study, indications and materials for practical activities made available on Blackboard). For both programmes, two written papers will be required for the final assessment (one for each of the course modules), on which the following will be assessed: correctness from a methodological point of view; clarity in presenting the objectives, tools used and data; the student's ability to link the tools used back to the respective theoretical reference framework, and to recognise the potential and limitations of the tools used for assessing well-being, in relation to the intervention objectives and context.

The papers and practical tasks (if not carried out during lectures) must reach the lecturer (according to the instructions provided on Blackboard) no later than 10 days before the date of the exam call in which the student is enrolled. All material presented in class (lecture slides, in-depth articles) and needed for performing the proposed tasks and presenting the papers will be made available on Blackboard.

NOTES AND PREREQUISITES

Due to its introductory nature, there are no particular prerequisites for attending the course. It is assumed that students will possess an interest and curiosity in the topics presented, and a willingness to work actively towards acquiring practical competences in using the tools presented. A basic preparation on the theories of subjective and psychological well-being is recommended.

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.