# Clinical psychology of groups and organisations

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

The course aims to illustrate the relevance of group workings as a necessary way of understanding relational systems and organisational processes. This is in terms of them producing tangible goods for their clients, as well as offering services to their consumers, institutions are social devices within which organizational human resources can operate relatively freely. Not only single individuals but also groups and sub-groups of interdependent people. The groups observed within institutions are structured work groups with a specific aim. At the same time, however, they are aggregates of intersubjective factors and small flows of emotional movement (small group dynamics) and/or large flows (big group dynamics and inter-group processes).

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

a. know clinical methodology in relation to work groups and organisations;

b. know the main theories regarding group and organisational dynamics;

c. use intervention methodology for work group support and organisational process support (for example: periods of change; conflict management; appreciating differences; difficult situations);

d. handle skills related to critical interpretation of phenomena studied during the course.

***COURSE CONTENT***

The course covers the following topics:

Unit 1. the group as a problem: the disorganising influence of group functioning in institutions;

Unit 2. the group as a resource: the spontaneous cohesive potential and self-organisational capacity of group dynamics;

Unit 3. Bion's theory of thought and its applications in the organisation;

Unit 4. the psychoanalytical function of the mind and the methodology of organisational consulting: William Shakespeare as a consultant *ahead of his time*;

Unit 5. organisation as a living system and forms of co-habitation;

Unit 6. irrationality and organisational discomfort;

Unit 7. intervention methodologies in groups and organisations from a clinical perspective.

***READING LIST***

*Compulsory*

Course guidelines.

W. Bion (1967), *Analisi degli schizofrenici e metodo psicoanalitico*, Armando Ed., Chapter 8.

W. Bion (1971), *Esperienze nei gruppi ed altri saggi*, Roma, Armando Ed., pages 17-34.

M. Kets de Vries-D. Miller (1992), *L’organizzazione nevrotica. Una diagnosi in profondità dei disturbi e delle patologie del comportamento organizzativo*, Raffaello Cortina.

C. Gozzoli (2014), *Living and Working Together in Organizations: Theme Relevance - An Introduction.* World Futures 72 (5-6), 219-221 (also available in Italian at narrareigruppi.it).

C. Gozzoli (2014), *Living and working together in organizations: Traces and ways.* World Futures 72 (5-6), 222-233 (also available in Italian at narrareigruppi.it).

*Supplementary part*

Choose 1 volume or 2 articles from the following list

Students may replace this supplementary reading with a group paper, this should be arranged with the tutor

Volumes:

R. Kaës, *Le teorie psicoanalitiche del gruppo*, Borla, 2006.

R. Kaës, *Un singolare plurale*, Borla, 2007 (Chapters 6 and 11).

R. Carli, Preface; e Di Maria, Introduction. In F. Di Maria (edited by), *Psicologia della convivenza: soggettività e socialità*, Milan, F. Angeli, 2000.

S. Lukes (1978), *Power and Authority*. In: T.B. Bottomore-R. Nisbet (editors), *A History of sociological Analysis*, Basic Books, 1978 (available on Blackboard).

R. Sennet, *Insieme. Rituali, piaceri, politiche della collaborazione*, Feltrinelli, 2012.

M. Kets de Vries (1999), *L’organizzazione irrazionale. La dimensione nascosta dei comportamenti organizzativi*, Raffaello Cortina Editore.

S. Salvatore (2016), *L’intervento psicologico*, Giorgio Firera Editore. Part 3: Chapters 10-11-12.

Chapters or Articles

Foresti-Samà (2015), *Listening Post*, in G.P. Quaglino (edited by), *Formazione, I metodi*. Cortina Chapter 24 (available on Blackboard).

C. Gozzoli-C. D’Angelo-R. Nicoletti (2013), *Formazione e resistenze al cambiamento. Il lavoro con un gruppo di ispettori penitenziari*, Narrare i Gruppi, VIII (1), 37-59.

C. Gozzoli-D. Frascaroli (2012), *Managing participatory action research in a health-care service experiencing conflicts. Qualitative research in organizations and management*, Volume 7 Issue 3, page 275-289, ISSN: 1746-5648, doi:10.1108/17465641211279752.

C.B. Tarantelli, *Le Brigate rosse e il terrorismo italiano: struttura e dinamica dei gruppi violenti*, available on Blackboard.

W.R. Bion (1962). *The Psycho-Analytic Study of Thinking. International Journal of Psycho-Analysis*, 43:306-310 (available on Blackboard).

E. Giebels-O. Janssen (2005), *Conflict stress and reduced well-being at work: the buffering effect of third-party help, in European Journal of work and organizational psychology*, 14 (2), pages137-155.

J. Guerra-I. Martinez-L. Medina (2005), *A contingency perspective on the study of the consequences of conflict types: the role of organizational culture, in European Journal of work and organizational psychology*, 14(2), pages 157-176.

***TEACHING METHOD***

The course consists of lectures, group discussion, professional individual accounts and videos. All these methods are designed to develop the necessary skills for learning to read the clinical complexity of processes which breathe life into organisation. These processes cannot be ignored as they strongly influence the quality of organisational life and production effectiveness.

***ASSESSMENT METHOD AND CRITERIA***

Assessment will be based on an oral exam to verify students’ formal knowledge of contents, critical interpretive abilities and skills in the understanding of, and clinical intervention in, group and organisational contexts.

The interview will be structured in the following way. The examiners will ask students three questions on topics covered during the course and in the texts of the course readings. Each question will be assessed with a score from 0 (in case of non-response) to 10 (in case of response stating an excellent ability to achieve the learning outcomes). The final mark, expressed in thirtieths, is the sum of the assessment obtained for each questions discussed.

***NOTES AND PREREQUISITES***

Students should have basic knowledge of clinical psychology and social psychology of organisations.

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.