**Specialist Module with Workshop: Assessment of Narrative Skills**

## Prof. Elena Gatti

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

The course aims to provide students with useful theoretical knowledge for discriminating between the main narrative types in order to translate them into work tools for assessing and promoting health and psychological well-being in children, in different life contexts.

At the end of the course, students will be able to know and use the different narrative forms, and use them consistently with the objectives of the intervention context in which they are placed; they will know how to design an intervention path that sees narration both as one of the possible observational and evaluative tools, and as a technique aimed at promoting well-being in children.

***COURSE CONTENT***

1. ***The narrative in psychology: the different narrative forms past and present.***

*From a theoretical framework of narration in psychology we will analyse the main “traditional” (oral, written) and digital forms of narration, as a way to talk about oneself.*

* Theoretical foundations of narrative psychology
* Talking about oneself: life stories
* Recounting and talking about oneself with new technologies: social networks, digital platforms, selfies.

1. ***Narrating to promote well-being in children.***

*Narration can become a tool for promoting well-being in children, in both individual and groups contexts, for evaluative, healing and educational purposes. Methods and techniques for using narration in the three contexts will be examined.*

* 1. Spontaneous and guided narration as a tool of evaluation, care and educational purposes e guidata come strumento di valutazione, di cura ed educativa
* Narrating through play
* Spontaneous narration
* Narrating through emergency contexts
* Narrating through fairy tales and legends
* Narrating through movies (films and cartoons).

1. ***Narration as an evaluation tool.***

*By viewing a number of protocols, two tests will be illustrated that use narration to evaluate children.*

* The Fairy Tale Test: oral narration to evaluate the internal world
* The I write Test: written narration as a tool to monitor learning processes.

***READING LIST***

One text to be chosen from the following:

Della Posta, S. (2016). Narrarsi nell’era digitale. MeTis

Di Donato (2017). *Raccontarsi per conoscersi. Il valore dell’autobiografia.* Sovera Edizioni.

Fasciana L. (2014). *Storytelling: storie terapeutiche per aiutare bambini e genitori ad aiutarsi*. Franco Angeli Editore.

Oliveri (2020), Costruzione dell’identità narrativa e formazione dei talenti in adolescenza: indagine sul potere trasformativo dello storytelling, Formazione & Insegnamento Pensa MultiMedia Editore

Petrucco D. and De Rossi M. (2009). *Narrare con lo storytelling a scuola e nelle organizzazioni*. Carocci Editore.

Smorti A. (2018). *Raccontare per capire. Perché narrare aiuta a pensare*. Il Mulino.

***TEACHING METHOD***

Teaching will be carried out in the classroom using mainly practical and experiential methods (role-playing, case discussion, small group activities), flanked by brief theoretical notes to ensure a constant combination of theory and practice. In addition, operational tools and their methods of administration will be examined, through the analysis of real protocols. The lecturer and/or students themselves will be able to propose some explanatory cases on which the evaluation paths and main lines of intervention will be designed.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam involving the discussion of a topic chosen by the student and explored in depth in a written paper. The student's work will be assessed taking into consideration the completeness, relevance and appropriateness of the language used, as well as their critical ability to personally rework what they have presented.

To assess the student's ability to apply the knowledge gained during the course, their ability to actively participate in lectures, their skill at critically arguing and discussing the proposed cases/protocols, and their creation of short practical-experiential paths will be taken into consideration.

***NOTES AND PREREQUISITES***

Students should possess a basic knowledge of typical and atypical development and the theoretical foundations of the psychology of well-being.

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.