

L-24 – PSYCHOLOGICAL SCIENCES AND TECHNIQUES

Program at a glance

PROGRAM NAME: Psychological Sciences and Techniques

DEGREE CLASS: Class L-24

DEPARTMENT: Human Sciences

LEGAL DURATION OF THE PROGRAM: 3 YEARS

UNIVERSITY EDUCATIONAL CREDITS (ECTS): 180

OBJECTIVES

The Bachelor's Degree in Psychological Sciences and Techniques (which shares and complies with all the qualifying educational objectives of the degree class and respects all related constraints) aims to train graduates who:

1. after obtaining professional qualification and registration in Section B of the Register of Psychologists, may assume the title of Graduate in Psychological Sciences and Techniques and, in collaboration with and under the supervision of a Psychologist (Section A), are able to develop and apply the principles, knowledge, models, and methods acquired in the various fields of psychology, on solid ethical, scientific, and professional foundations, to promote development, well-being, and effectiveness of individuals, groups, organizations, and society; they are also able to contribute to the design and implementation of interventions aimed at activating personal and family resources and those of educational and organizational contexts, strengthening protective factors, and promoting individual and collective well-being;
2. following the acquisition of a solid basic preparation in the various sectors of psychological disciplines, are able to orient themselves toward the continuation of their second-level educational path, with particular reference to the Master's Degree in Psychology qualifying for the profession of Psychologist, by deepening specific areas characterizing psychological disciplines and specific fields of professional application.

In line with these educational objectives, the CdS defines the expected learning outcomes in terms of basic knowledge and understanding and in terms of the ability to apply acquired knowledge in the following learning areas:

1. general area of the foundations of psychology and basic knowledge;
2. specific area of psychobiology and physiological psychology;
3. specific area of developmental and educational psychology;
4. specific area of social and work psychology;
5. specific area of clinical psychology;
6. IT skills and language competencies related to the reference foreign language for the psychological discipline.

In addition, students will have the opportunity to acquire transversal skills such as the ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences using appropriate disciplinary language; the ability to collect and interpret data in order to formulate independent judgments, critical evaluations, and reflections on related scientific, ethical, or social issues; and learning skills suitable for undertaking further studies and in-depth learning autonomously.

Beyond these basic learning areas, the CdS allows students to choose among five curricula within the program:

- curriculum in basic psychological processes;
- curriculum in developmental and educational psychology;
- curriculum in social, work, and organizational psychology;
- curriculum in clinical psychology;
- English-taught curriculum aimed at international students.

While sharing a large part of the core educational offering, the curricula differ mainly in the specific area of interdisciplinary training and in the enhancement of preparation in one or more specific learning areas.

Students may choose part of the educational activities so that their training is enriched by addressing both personal preferences and the innovations and changes in the world of work and professions, also enhancing the acquisition of transversal skills useful from a personal, professional, and civic engagement perspective. Furthermore, during the third year, students undertake additional professionalizing training activities through the Practical–Evaluative Internship (TPV) and complete the final thesis. The proposed educational pathway is further enriched by the opportunity to undertake study periods abroad through Erasmus agreements.

CAREER OPPORTUNITIES

Graduates of this degree class may carry out professional activities in public and private institutions, educational institutions, companies, and third-sector organizations, in social, health, and welfare services, in school and educational organizations and territorial development services, within psychosocial activities, assessment, human resources management, assistance, training, and promotion of individual and collective well-being.

Professional contexts in which graduates operate under the supervision of professionals trained in the clinical field include, for example: child neuropsychiatry services (NPI) and psychological services; residential and semi-residential facilities for the treatment of psychological distress, pathological addictions, and assistance to persons with disabilities; communities addressing juvenile distress; networks of private social services and family reception centers; educational and school facilities; maternal, adolescent, and family counseling services.

To practice the profession of Graduate in Psychological Sciences and Techniques, it is necessary to have obtained the Bachelor's Degree belonging to Class L-24, completed the professional internship, passed the qualifying examination, and be registered in Section B of the Professional Register.

The Bachelor's Degree in Psychological Sciences and Techniques (L-24) also allows access—besides various post-graduate educational pathways such as first-level Master's programs—to the Master's Degree in Psychology qualifying for the profession of Psychologist.

Finally, it should be noted that for graduates who do not wish to register with the Professional Register, the Bachelor's Degree in Psychological Sciences and Techniques provides scientific and technical skills that can also be applied in other professions such as: professional interviewers and surveyors; technicians for social reintegration and integration; employment services technicians.

TEACHING MODE

The program is offered predominantly through distance learning, via a teaching platform providing video lectures accompanied by textual and multimedia materials, exercises, and self-assessment tests. Alongside asynchronous teaching delivery (freely accessible without time constraints), specific moments of interactive and collaborative teaching are provided (through synchronous virtual classrooms and interactions with subject tutors), integrated with practical exercises, virtual laboratories, discussions and case studies, seminars, guest lectures, and group project work. The training is completed by the possibility of carrying out the Practical–Evaluative Internship (TPV) activities required for qualification to practice as a psychologist.

TEACHING MODEL

The adopted teaching model provides assisted learning throughout the entire educational pathway, with access to asynchronous teaching materials allowing maximum flexibility of use (video lectures, handouts, slides), and synchronous individual and/or group teaching activities (interactive teaching including virtual and/or in-person laboratories with formative feedback—simulations, exercises, e-activities, internships, and training placements) guided by lecturers and tutors to ensure dynamic, interactive, multimedia, and collaborative learning. These training activities are complemented by self-learning activities, whose organization is supported and facilitated.

Flexible teaching methods and tools are provided, particularly with reference to specific needs. Throughout the duration of the program, students may rely on an individual tutoring service to support their studies and to address technological, logistical, and administrative issues. Teaching activities are planned and coordinated through regular meetings between lecturers and tutors during the academic year, as well as meetings—including collegial ones—aimed at discussion among those responsible for teaching, tutoring, and orientation. The quality of the educational pathway is continuously monitored by the CdS in order to implement appropriate actions aimed at promoting continuous improvement. Active participation of students is encouraged in quality monitoring activities.

ADMISSION REQUIREMENTS

The program has open admission and does not require an entrance examination. Students holding a high school diploma may enroll at any time of the year. The University guarantees enrolled students an assessment of incoming competencies through a non-selective orientation test (which may also be taken after enrollment). The purpose of this test is to enable the University to design suitable pathways for strengthening and restoring basic competencies, together with guided pathways for entry (or re-entry) into the university environment, in order to allow students to adequately face the program and increase their chances of success.

EXAMINATION METHODS

The verification of learning objectives in terms of knowledge and understanding and the ability to apply acquired knowledge in the four learning areas defined for the CdS is based on assessment tests, both intermediate and final, written and/or oral, for the courses and integrative activities included in the study plan. Final examinations assessing learning outcomes and the final thesis are taken in person by the student before the examination board established in accordance with current regulations.

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