

FUNZIONE ABILITANTE DELLA LAUREA IN PSICOLOGIA

Quali competenze per il professionista psicologo?

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La formazione abilitante deve essere specialistica o generalista?

Premessa:

- L'abilitazione, che adesso si consegue insieme alla laurea magistrale, non prevede «**campi di pratica**» formalmente attestati come richiederebbe la certificazione **EuroPsy** (es.: clinico, educativo, neuropsicologico, lavoro e organizzazioni, di comunità)
- L'iscrizione all'Albo dell'Ordine professionale non prevede ambiti specialistici di pratica (eccetto la psicoterapia)
- Tutti gli ambiti della professione possono essere esercitati (avendone la preparazione specifica)

La formazione abilitante deve essere specialistica o generalista?

Se si propende per un percorso “generalista” seppur con un “indirizzo curriculare” specifico nella Laurea magistrale, si corrono rischi:

dovendo **parcellizzare l’offerta formativa nel biennio (logica «un po’ di tutto»)**,

- si riduce la possibilità di acquisire un bagaglio di competenze davvero professionalizzanti che permettono di operare dignitosamente in un settore specifico;
- si conferma l’idea (che sta peraltro nella legge ordinistica) che **tutti gli abilitati possono fare tutto tranne la psicoterapia**, seppur con un minimo bagaglio di competenze (spesso in realtà solo conoscenze) offerto da ciascun ambito disciplinare.

La formazione abilitante deve essere specialistica o generalista?

Inoltre il modello «generalistico»:

- Contrasta con gli **obiettivi di una laurea di secondo livello (specialistici in settori specifici)**;
- Rinvia la **specializzazione al post lauream** (attuale offerta prevalentemente psicoterapeutica).

Di fatto esiste un contrasto fra le norme universitarie sui Corsi di Laurea e quelle ordinistiche

Il TPV aiuta a risolvere questi problema?

Una mediazione fra le posizioni specialistica/generalista può essere presentare (e mostrare nel Tirocinio Professionalizzante Valutativo sia *esterno* ma anche *interno* ai Corsi di laurea) *cosa si fa* nei vari settori della professione psicologica, evidenziando *cosa si può fare* appena laureati/abilitati e che competenze si richiedono.

Ricordando che *per certi ambiti non approfonditi nei corsi di provenienza le adeguate competenze vanno acquisite dopo la laurea* mediante perfezionamenti, master, specializzazioni prima di immettersi in uno specifico campo che la professione offre.

I tirocini nei Decreti attuativi della legge 163/'21

- **30 CFU di tirocinio supervisionato** di cui 10 anticipabili nella laurea triennale
 - Sostituiscono l'anno di tirocinio post-lauream
- **Prova pratica valutativa** precedente la sessione per la tesi di laurea
 - Sostituisce l'esame di abilitazione
(che resta in via transitoria per i laureati del precedente ordinamento)

Premessa deontologica: non fare ciò per cui non si è preparati

Il laureato/abilitato deve essere reso consapevole di **quali competenze nel corso di laurea gli vengono solo presentate, ma non adeguatamente insegnate.**

Nei Cfu dedicati alla deontologia si ribadisce la norma del codice che prevede di **astenersi dal lavorare in settori in cui non ci si sente sufficientemente preparati**, prima di accedere ad una **formazione adeguata da acquisire post-lauream** (mediante master, perfezionamenti, specializzazioni, praticantati specifici)

Come per i medici... non praticare anestesie con la sola formazione di medico di base

Es. ambito giuridico, o riabilitativo

Verso un «core curriculum» comune

I nuclei essenziali del curriculum professionalizzante devono essere **epistemologici e metodologici**:

- che vuol dire **essere e “fare” lo psicologo nei diversi settori della psicologia** (educativo e scolastico, formativo, sociale di comunità, del lavoro e delle organizzazioni, della clinica e della salute, riabilitativo, giuridico-forense...)
- con quali metodi e quali strumenti tipici della psicologia (per la ricerca, la diagnosi e l'intervento), scegliendo quelli più validi in relazione al contesto applicativo professionale.

A questo core curriculum **si aggiungere la parte “specialistica” nella Laurea Magistrale**

- che costituisce il curriculum specifico di quella sede, le cui discipline si possono maggiormente approfondire anche in termini di **TPV esterno**
- riservando il **TPV interno** a laboratori integrativi delle altre discipline del core curriculum.

Scopi e metodi del tirocinio «esterno» secondo EuroPsy

The aim of the internship is to provide an introductory professional field training in order to enable students to:

- integrate theoretical and practical knowledge
- learn procedures related to psychological knowledge
- start practising under supervision
- be able to reflect upon and discuss own and other people's activities
- begin working in a setting with professional colleagues.

This training usually occurs *during the second half of the university curriculum*, but it may start *earlier* and/or *extend beyond the curriculum*.

Scopi e metodi del tirocinio «esterno» secondo EuroPsy

The type of practice during the internship varies and may include:

- **observation** of actual situations in which psychological techniques are used
- **use** of basic techniques **under supervision**
- **taking part in projects** with a specified role
- analysis and discussion of ‘**cases**’.

The location where internships take place will normally be a public or private institution or ‘certified’ private firm which:

- provides services which are congruent with the trainee’s educational background
- is able to guarantee that the supervision will be provided by professional psychologists
- is recognised by the national Psychological Association and/or Order of Psychologists.

Competenze da far acquisire allo psicologo - 1

Primary competences	Description
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.

Competenze da far acquisire allo psicologo - 2

B. Assessment	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods
3. Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
4. Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
5. Organisational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.
6. Situational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.

Competenze da far acquisire allo psicologo - 3

C. Development	Developing interventions, services or products on the basis of psychological theory and methods for use by the clients or psychologists.
7. Service or product definition & requirements analysis	Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service, taking into consideration the setting in which the service or product is to be used.
8. Service or product design	Designing or adapting services or products in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.
9. Service or product testing	Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.
10. Service or product evaluation	Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.

Competenze da far acquisire allo psicologo - 4

<i>D. Intervention</i>	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
11. Intervention planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
12. Direct person-oriented intervention	Applying intervention methods that directly affect one or more individuals in accordance with the intervention plan, in a setting relevant for the service demanded.
13. Direct situation-oriented intervention	Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.
14. Indirect intervention	Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.
15. Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.

Competenze da far acquisire allo psicologo - 5

<i>E. Evaluation</i>	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
16. Evaluation planning	Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.
17. Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.
18. Evaluation analysis	Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.
<i>F. Communication</i>	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
19. Giving feedback	Providing feedback to clients, using appropriate oral and/or audio-visual means, in a setting relevant for the service demanded.
20. Report writing	Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.

Il tutor-supervisore

A Supervisor is a psychologist who is responsible for the acquisition and assessment of professional competence in a field of practice. The Supervisor will be responsible for supporting the learning and assessing the competence of the Trainee and encouraging her/him to act as independently as possible, given the situation and her/his competences.

Supervisors will need to develop skills which include the following:

- positive and active listening,
- openness and positive regard
- reflective practice,
- giving feedback,
- dealing with difficult issues and feelings,
- boundary issues and issues of power relations,
- sharing ethical dilemmas,
- mentoring,
- evaluation of competence,
- assessment of performance.

Il tutor-supervisore

Supervision may be used to socialise the new psychologist into the profession, to replicate institutional canons and to propagate the norms of the profession.

The supervisor supports the development of reflective practice, professional awareness and sensitivity, and understanding of ethical issues and dilemmas in practice.

The supervisor will provide a central contribution to the learning process thorough modelling, feedback, observation and discussion.

The supervisor also approves competent practice and contributes to the exclusion of those who are considered not being competent to practice as a psychologist.

Valutazione finale della supervisione

<i>Fields of Practice</i>	Clinical & Health	Education	Work & Organisations	Other (specify)
<i>Competences</i>				
A. goal definition	✓			
B. assessment	✓	✓	✓	
C. development	✓			
D. intervention	✓			
E. evaluation	✓		✓	
F. communication	✓		✓	
Enabling competences	✓		✓	

Riferimenti utili

- [Decreto 654/'22 attuativo della legge 163/'21](#)
- [FAQ del gruppo di Lavoro CPA-CNOP-AIP](#)
- Documenti su lauree abilitanti approvati dall'Assemblea CPA:
- [[Convenzione Quadro Universita-Enti 10 11 2022](#)]
- [[Linee di indirizzo tirocinio esterno \(min 14 CFU\) 10 11 2022](#)]
- [[Linee di indirizzo tirocinio L24 \(10 CFU\) e tirocinio L-51 interno \(max 6 CFU\) 10 11 2022](#)]