

62. CHILDREN AND ADOLESCENTS WHO HAVE BEEN VICTIMS OF WITNESSING VIOLENCE AND ORPHANED BY FEMINICIDE: PREVENTION ACTIONS AND INTERVENTION MODELS FOR PROFESSIONALS IN THE EDUCATIONAL AND SOCIAL-HEALTH SECTORS ⁱ											
Level I											
Department of Education, Languages, Interculture, Literatures, and Psychology (FORLILPSI)											
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Executive Committee	<table border="0"> <tr> <td>Maria Rita</td> <td>Mancaniello</td> </tr> <tr> <td>Enrica</td> <td>Ciucci</td> </tr> <tr> <td>Francesca</td> <td>Dello Preite</td> </tr> <tr> <td>Silvia</td> <td>Guetta</td> </tr> <tr> <td>Rosa</td> <td>Barone</td> </tr> </table>	Maria Rita	Mancaniello	Enrica	Ciucci	Francesca	Dello Preite	Silvia	Guetta	Rosa	Barone
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Practical-professional profile of the course and industry sector of reference	<p>The Master course is the reason and consequence of the <i>Airone National Research-Intervention Project</i>, led by the Association Il Giardino Segreto of Rome, which has been commissioned by the Coi Bambini Foundation within the “A Braccia Aperte” Program, to develop intervention actions and define guidelines for services involved in taking care of children and adolescents orphaned by domestic crimes, for the implementation of Law 4/2018. The course is presented independently by the FORLILPSI Department, with the support and collaboration of relevant partners such as CNOAS (National Council of the Social Workers Board), <i>CROAS TOSCANA</i> (Regional Council of Tuscany-Social Workers Board), Association <i>Il Giardino Segreto-Onlus</i>, Rome; partner network of the Airone project.</p> <p>The program addresses the highly complex social and environmental issues of intervention with children and adolescent victims of witnessing violence and those orphaned by femicide. The training paths of community professionals who have to intervene in foster family situations and for the design of support paths and specific educational interventions, to date, lack specific skills and knowledge on the phenomenon of femicide and the consequences of children who have to live with the mourning of the death of the mother and the homicidal father. These are complex situations steeped in pain and basic needs that require adequate training for effective and targeted socio-educational action.</p> <p>Course outlook</p> <p>The Master’s course was designed to be taken by the majority of professionals from both the public and private social sectors, as well as by subjects from the voluntary sector, and also given the urgency of a training intervention in this area for this purpose, it was evaluated as most significant, to favor distance learning, with five days of in-person training activities.</p> <p>Relative to the issues addressed, according to official data, there is an average of 160 femicides per year in Italy, and in the last twenty years, there have been more than 1,800 new cases of orphans who have lost their mothers because they were killed by their fathers, who later committed suicide or were subsequently imprisoned. Intrafamilial witnessed violence is among the forms of domestic violence in which children and adolescents may be spectators of different types of violence: physical, sexual, psychological, and verbal violence that is acted against family members, usually mother and/or siblings. Children or adolescents who then need dedicated attention, with specialized high-level professional skills and sensitivities. Also included in the definition of Assisted Violence are victims of homicide-assisted violence, multiple homicide, homicide-suicide” by including all those victims who are deprived of a parent at</p>										

the hands of the other parent.

It involves intervening with children and adolescents who have to process deep suffering, when there is the death of their mother, of a dramatic, deeply painful separation, but also often need attention in all aspects of growing up, as murder is often just the epilogue to continuing domestic violence. These are orphaned children and adolescents who experience complex, multifaceted trauma involving professionals from all social, educational, and social-health sectors and the volunteer sector, for whom specific modes of intervention have not yet been defined, and there is a need for highly professional training of all figures part of the system. Italy is the first country to have recently defined a specific law (Law 4/2018) that significantly intervenes in the consequences suffered by orphans for domestic crimes and lays the groundwork for a response to the diverse needs of foster families. The scientific research and disciplinary knowledge proper of the instructors of this Master course and the practical activities are aimed at offering training for educational and community service workers, structured in such a way as to develop adequate knowledge and skills to deal consciously with the necessary actions and interventions, for the “educational care” of those who are going through this traumatic life experience.

The practical-professional profile of the course

The proposed training must be consistent with the qualification required for access.

The program aims at professionals in the socio-educational, social work and social-health care sectors and all process and system managers, from any academic background to implement knowledge and skills to manage the complex intervention in witnessed violence and post-femicide situations.

The course aims to create the knowledge and psycho-socio-educational skills for a comprehensive intervention on the subject and for creating a professional system responsible for coordinating, managing, and participating in taking care of victims of witnessed violence, including children orphaned by domestic crimes. Data and analysis on the phenomenon show an urgent need to address several critical issues that have been overshadowed in the academic and operational training landscape, both for the orphan and foster families.

The skills acquired through this process can be used in many professional fields, from social intervention and field design and research in education to management in public/private administrations, consulting and design activities in nongovernmental organizations, and those in the advanced private sector.

The outgoing professional figure should be capable of specific social, socio-educational, and socio-health interventions that allow them to exercise relational models capable of creating the conditions for an effective “taking care” of new foster families and children and adolescents. Graduates will continuously test their ability to build an integrated and comprehensive intervention work on the subject and their life context.

The acquired skills span multiple disciplinary and interdisciplinary planes and will be helpful in the various referral services, from social services to school and socio-educational services.

During this process, students will also develop vital networking and communication skills that will enhance their ability to work with stakeholders and synergistically and multi-professionally design solutions to complex problems:

1. develop the skills, knowledge, approaches and attitudes necessary to critically evaluate work contexts and one’s own practice by being able to link theoretical positions with innovative forms of practice.
2. develop a design capability that defines the purpose, goals, objectives and

	<p>possible impacts of a change project in their current work environment.</p> <p>3. implement and develop a professional practice that defines their project proposal as an organic contribution for the benefit of the professional community</p> <p>4. produce a collective publishing product that can become an operational manual for one's work, utilizing the knowledge gained during the program.</p> <p>The reference job market</p> <p>It provides vocational training for the public and private sector, which will contribute to educational, school, psycho-social services and social and health intervention.</p> <p>The skills acquired through this process can be used in many professional fields, from social intervention and field design and research in education to management in public/private administrations, consulting and design activities in nongovernmental organizations and those in the advanced private sector.</p> <p>The program has the following educational purposes and is based on elaboration and reworking processes of its knowledge, basing all teaching on active and participatory learning models.</p> <p>The expected knowledge and skills can be described as follows:</p> <ul style="list-style-type: none"> - Knowledge and understanding of social intervention theory and methodology. With a workshop training model, working groups will be created to maximize the disciplinary, educational, and sensitivity differences of the members so that the understanding of social, educational, support, and intervention issues will be explored and addressed through exchanges, similarities, and integrations between different fields of knowledge. - Knowledge and skills for intervention with individuals experiencing indirect forms of violence and the experience of primary grief. Transdisciplinary methods will be devised, developed, and tested to reach, operationalize and work with the generative and inner dimensions of individual and social behaviors, mindsets, and fields. - Transversal knowledge and soft skills, to train professionals capable of carrying out their work through the epistemological foundations of psycho-pedagogical, pedagogical-social, and socio-medical knowledge, to develop operational skills in methodologically based socio-educational realities and to build knowledge and functional skills for intervention in different territorial contexts, with particular attention to the dynamics of inclusion and overcoming the consequences generated by different forms of discrimination. <p>These goals can be declined into the following educational objectives:</p> <ul style="list-style-type: none"> - to provide students with the conceptual, critical, and methodological tools to deal with the operational process proper to their institutional placement; - support students in articulating their practices in intervening with foster families of orphaned children and adolescents due to femicide; - Implement social intervention and reflective methods to activate awareness processes through constructive, participatory, and generative discussions.
Access prerequisites	A bachelor's or master's degree or single-cycle degree awarded according to the system under Ministerial Decree No. 270/2004 or Ministerial Decree No. 509/1999 or previous systems.
Admission procedure	Selection by academic qualifications
Duration	12 months
Teaching methods	<p>distance learning (all other learning in synchronous mode), using the following methods:</p> <p>online educational interaction, E-learning service through Webex that allows online access to learning reinforcement and tutoring. Learning materials will be made available through the Moodle platform provided by the University Computer Center (CSIAF) and managed directly by the Education Unit. The</p>

	<p>platform responds to the learning model pursued by the master course, which is based on a participatory and interactive work structure, both as a virtual classroom and as a mode of iteration with the faculty.</p> <p>There are also five mixed-mode (dual) in-person and distance meetings. In both distance and dual forms, the following methodologies will be used: lectures, teaching labs, workshops, group work, individual exercises, case study presentations, tutoring and peer education. Active and constructivist methods will be used mainly using the Research-Action-Participatory methodology applied to adult education.</p>
Language of instruction	Italian
Attendance requirements	70%
Location of the course	Remotely and on the premises of the School of Humanities and Education, Via Laura, 48
Foreseen lecture schedule	<p>Classes will be held in approximately three meetings every two months, on Friday afternoons and Saturdays.</p> <p>Saturday classes will be held for the entire day, totaling about 8 hours/Saturday.</p>
Examinations procedures and schedule	Tests are related to the 5 training modules and are scheduled during the year, at the end of the modules, 3 sessions + an extra one if necessary.
Final examination	<p>The final examination consists of a critical-reflexive paper intended as an individual research report, employing the contributions of the thematic modules and the practical training for professional skills.</p> <p>Contributing to the final grade is the average grade reported in the midterm examinations, which will be calculated by the weighted arithmetic average.</p> <p>The final test will be discussed with a panel of faculty members.</p>

Available places and enrolment fees	
Full-fee students	
Minimum number	10
Maximum number	60
Enrolment fee	€1,300
Free-of-charge supernumerary places	
UNIFI employees	2
AOU Careggi Employees	4
AOU Meyer Employees	4
USL Toscana Centro Employees	4
Single Modules	
Maximum places	6
Fee	Euro/credit € 33,00/CFU

Access prerequisites for single modules	High school diploma - five years
Selection test to single modules	The selection of applicants for enrollment in individual modules will take place if the number exceeds the number of available places and consists of an evaluation of the consistency of the qualifications with the master course's objectives.

Description of the activities and training objectives of the	The internship (by business tutor and educational tutor) at a company/entity/local services of the third sector, is tied to the performance
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internship	of a project on which to write the report. The internship will be held in the period from June to December 2022. At the end of the internship phase, participants are required to submit a project work on the activity performed. The practical training is aimed at acquiring skills necessary for the management and professional communication between different territorial operators and with the people to whom the intervention of “taking charge” by the services is aimed; to test and evaluate, in an actual situation, the potential of the transdisciplinary approach to implement appropriate intervention strategies capable of effective responses; to create an operational comparison with complex intervention models from the socio-educational, relational and intervention perspective on the life contexts of children and adolescents orphaned by femicide and their foster families. Practical training may also be in residential form for concentrated periods in specific activities. 300 total hours of internship.
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ⁱ This document is a translation of the form A.1 relating to the characteristics of the course attached to the Decree of the Deputy number 873 (record 158006) of 25th of July 2022, drafted in Italian and issued on the Master | Didattica | Università degli Studi di Firenze | UniFI and which therefore constitutes the only official document. This English translation cannot be used for legal purposes and has the sole purpose of supplying information in English on the content of the public notice.