

Fondamenti Antropologici di Etica e Bioetica [1306105]

Offerta didattica a.a. 2026/2027

Docenti: LAURA LEONDINA CAMPANOZZI, LUIS ROMERA, ELENA POSTIGLIONE

Periodo: Primo Ciclo Semestrale

Obiettivi formativi

The integrated Course on Anthropological Foundations of Ethics and Bioethics aims to provide speech-language pathology students with an in-depth understanding of the human person in their biological, psychological, social, and cultural dimensions, integrating anthropological reflection with the ethical and bioethical principles that guide professional practice and with historical knowledge of the evolution of speech-language pathology.

The Course promotes ethical, mindful, responsible clinical practice that respects human dignity, in line with the professional profile of the speech-language pathologist.

Elements of Human Flourishing will be presented within the course.

Prerequisiti

No specific prerequisites are required.

A basic understanding of the humanities and social sciences would be useful.

Contenuti del corso

Anthropology

- Anthropology: Subject Matter and Methods
- The Human Being as a Biological, Psychological, Social, and Cultural Entity
- Body, Mind, and Language
- Communication as a Fundamental Dimension of Humanity
- Culture, Identity, and Differences
- Anthropology of Health and Illness
- Anthropology of Disability
- The Individual, Relationships, and Care
- Anthropology and the Health Professions

Ethics and Bioethics

Some course content will refer to Human Flourishing as a multidimensional framework for human well-being. Particular attention will be given to meaningful social relationships and the significance of human work from the perspective of the common good. Specifically, the following topics will be addressed:

- Ethics as *continuatio anthropologiae*: the capacity for ethical behavior, freedom, and responsibility.
- Why ethics in speech-language pathology: the dilemma and the elements of moral judgment
- Conscience and pseudo-conscience
- The ethics of work well done and virtues in professional practice
- Introduction to Bioethics: historical, epistemological, and foundational aspects
- The main schools of bioethics
- The principles of professional deontology
- Human dignity and its sources:

• Vulnerability and recognition

History of Speech-Language Pathology

- Why talk about the history of speech therapy?
- Humors, voice and brain in Greco-Roman medicine
- The body of the word. Anatomy and communication in the Renaissance
- Hieronymus Mercurialis: taking care of the voice as an exercise
- The pioneers of silence
- Jean-Marc Gaspard Itard and the *enfant sauvage*
- 19th century voice revolution
- The neurological turning-point
- The origins of neuroscience and the development of modern phoniatry
- The rise of speech therapy as a profession

Metodi didattici

- Lectures
- Guided discussion
- Analysis of ethically relevant cases and situations

- Individual and group critical reflection
- History of Speech-Language Pathology: Lectures supported by visual materials; reading and analysis of historical sources and original texts from the period; use of material culture and historical tools; viewing and discussion of selected film clips for historical and educational purposes.

Modalità di verifica dell'apprendimento

Integrated final exam designed to assess:

- theoretical knowledge;
- the ability to integrate anthropology, ethics, and professional history;
- critical thinking skills.

The exam consists of an oral interview designed to assess the student's actual level of mastery of the content covered in the integrated course.

Criteria for assessing learning and assigning the final grade

The committee assigns a single grade on a scale of 30, with possible honors, based on the average of the scores obtained in the presentation of the required topics.

Testi di riferimento

Anthropology

- The teacher will upload supplementary materials for further study and academic support to the learning platform.

Ethics and Bioethics

- Some chapters of: Premoli-De Marchi P. Introduzione all'etica medica. Accademia University Press, Torino, 2012.
 - Some chapters of: Sgreccia E., G. Spagnolo, Di Pietro ML. Bioetica. Manuale per i diplomi universitari della sanità. Vita e Pensiero, Milano, 1999.
 - Pessina A. Dignità e indegnità dell'uomo: il tempo della malattia. In: Sanna I., Dignità Umane e dibattito biotico, Edizioni Studiorum, Roma, 2009, pp. 109-124.
 - The teacher will upload additional course materials for further study and academic support to the learning platform.
- History of Speech-Language Pathology
- L. Borghi, Umori. Il fattore umano nella storia delle discipline biomediche, Amazon KDP, 2023.
 - Additional materials and reference texts will be listed and provided during the course.

L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		5	SDEA-01/A, PHIL-03/A, MEDS-02/C

Stampa del 29/07/2026

Laboratori professionali dello specifico SSD (osservazione del normosviluppi) [13061IDO1]

Offerta didattica a.a. 2026/2027

Docenti: FRANCESCA DEL GADO

Periodo: Secondo Ciclo Semestrale

Testi di riferimento

Testi di riferimento

- Organizzazione Mondiale della Sanità. ICF-CY. Classificazione Internazionale del Funzionamento, della Disabilità e della Salute – Versione per bambini e adolescenti. Trento: Erickson.
- Materiali didattici, griglie e schede osservative forniti dalla docente

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Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		1	MEDS-26/C

Stampa del 29/07/2026

Logica, epistemologia e metodologia clinica in logopedia [1306107]

Offerta didattica a.a. 2026/2027

Docenti: ELEONORA PASQUA, MARTA BERTOLASO

Periodo: Secondo Ciclo Semestrale

Obiettivi formativi

The course aims to provide students with the foundations of logical and critical reasoning, with particular attention to applications in the field of speech therapy. The course aims to develop useful skills for scientific practice and to provide elements of epistemology for clinical evaluation and decision-making in the rehabilitation field. It also aims to introduce Human Flourishing as a multidimensional framework of human well-being. Particular attention will be paid to significant social relationships and the relevance of human work in the perspective of the common good.

Prerequisiti

none

Contenuti del corso

Teaching unit 1 – The person and his pathologies

- The anthropological structure of the human person
- Human Flourishing and relationships
- Corporeity, language and relationships
- Values in science

Teaching unit 2 – Philosophical foundations of the care relationship

- Epistemological foundations in understanding and explaining pathology
- Philosophical foundations on models and methods

Teaching unit 3 - Introduction to logic

- Definition and scope of logic
- Propositions and truth values
- Elements of propositional logic
- Argumentation and fallacies in everyday and clinical reasoning

Teaching unit 4 – Applications to speech therapy

- Introduction to clinical reasoning
- Elements of critical thinking in setting the clinical problem
- Elements of problem solving in the rehabilitation field

Teaching unit 5 – Stereotypes and Prejudices

- Applications to speech therapy
- Case studies

Teaching unit 6 – Man and technology in the care relationship

- The logic of machines
- Intelligent systems
- Philosophical and ethical issues in the use of AI. in the care relationship

Metodi didattici

- Interactive frontal lessons
- Guided exercises
- Discussion of examples and simplified clinical cases

Modalità di verifica dell'apprendimento

Multiple-choice test

As the final examination, a single multiple-choice test covering content from both modules is planned. Comprehension skills, knowledge, and the ability to apply acquired concepts to practical cases will be assessed based on the right answers to the responses. The final grade will be expressed on a scale of thirty. A training Test

will be planned for the end of the course.

Testi di riferimento

Powerpoint presentations

Papers provided during the course.

- Bertolaso M (2015) The Future of Scientific Practice: 'Bio-Techno-Logos'. Routledge
- Copi, I. M., Cohen, C., McMahon, K. (2014). Introduzione alla logica. Il Mulino.
- Ippoliti E, Cellucci C (2019) Logica. EGEA
- Kahneman, D. (2012). Pensieri lenti e veloci. Mondadori.
- Pinker, S. (1997). L'istinto del linguaggio. Mondadori.
- Higgs, J., Jones, M. (2008). Clinical Reasoning in the Health Professions. Elsevier.
- Bertolaso M, Marinucci A (2024) Le questioni aperte della vita, Rubettino
- Bertolaso M, Marcos A (2023) Umanesimo Tecnologico, Carocci

Risultati di apprendimento specifici

Knowledge and understanding

The student will acquire:

- Basic knowledge of propositional logic and argumentation
- Understanding of the main structures of logical reasoning
- Knowledge of the most common logical fallacies
- Theoretical elements on the relationship between language, thought and logic

Applying knowledge and understanding

The student will be able to:

- Analyze linguistic sentences in logical terms
- Evaluate the correctness of simple arguments
- Apply logical frameworks to basic clinical reasoning
- Organize clinical information in a coherent and structured way

Making judgements

The student will develop the ability to:

- Recognize reasoning errors and cognitive biases
- Critically evaluate basic clinical information and data
- Formulate simple logical inferences in professional contexts

Communication skills

The student will be able to:

- State simple arguments clearly and coherently
- Use basic logical language correctly
- Communicate structured information in clinical settings

Learning skills

The student will acquire:

- Tools to develop autonomous and critical learning
- Ability to apply logical reasoning in interdisciplinary contexts
- Aptitude for problem solving in the healthcare sector

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Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
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Bachelor or Laurea in Speech and Language Therapy comune
equivalent first cycle (official title: Laurea in Logopedia) (2026)

7

GLOT-01/A,
PHIL-02/A

Stampa del 29/07/2026

Neuropsicologia dello sviluppo e pedagogia [1306102]

Offerta didattica a.a. 2026/2027

Docenti: ROBERTO SACCO, CARINA IRIS ROSSA, PAOLA BINETTI

Periodo: Primo Ciclo Semestrale

Testi di riferimento

NO

L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy (official title: Laurea in Logopedia) (2026)	comune	6	PSIC-02/A, PAED-01/A, PSIC-02/A

Stampa del 29/07/2026

Scienze Biomediche 1 [1306101]

Offerta didattica a.a. 2026/2027

Docenti: MARIA ZINGARIELLO, ALBERTO CAGGIATI, MARCELLO D'AMELIO

Periodo: Primo Ciclo Semestrale

Obiettivi formativi

The educational objectives of the teaching modules in the Biomedical Sciences course help students acquire knowledge of the fundamentals of anatomy, neuroanatomy, and histology. These form the essential foundation for providing Speech Therapy students with the tools necessary for their professional practice, both in clinical rehabilitation and research. Upon completion of the course, students will be required to master the anatomical terminology for the macroscopic and microscopic identification of the human body. Furthermore, they must be able to explain the physiological phenomena of the various human organs, their dynamic integration into body systems, the control mechanisms of their functions, and, specifically, all the structures relevant to their field of study.

Prerequisiti

Basic knowledge of biology is helpful

Contenuti del corso

BIO/17 (BIOS13/A) HISTOLOGY - 1 CFU Technical knowledge of histology for the microscopic study of tissues and cells. General overview of cells and tissues. Epithelial tissue: classification of covering epithelia; the epidermis; mucous membranes; exocrine and endocrine glands. Connective tissue: classification of connective tissues with specific reference to cartilage and bone; ossification processes. Smooth and striated muscle tissue. Nervous tissue. BIO/16 (BIOS12/A) ANATOMY - 3 CFU Anatomical terminology: reference points, lines, and planes. Musculoskeletal system: bones, joints, and muscle groups of the head, trunk, and limbs. Cardiovascular system: General concepts of systemic and pulmonary circulation. Blood. Heart. General overview of the arterial, venous, and lymphatic systems. Spleen, thymus, and lymph nodes. Respiratory system: General overview of the architecture and organization of the airways, lungs, and pleurae. Digestive system: General overview of the architecture and organization of the alimentary canal and associated glands. Urogenital system: General overview of the architecture and organization of the kidney, urinary tract, and male and female reproductive systems. Endocrine system: General overview of the main endocrine glands: pituitary, thyroid, adrenal. Nervous system: General concepts; architecture and anatomical-functional bases of the nervous system; brief overview of the morphology of the central nervous system; main motor and sensory pathways; brief overview of the organization of the peripheral and autonomic nervous system. Sense organs: Eye and ear. Functional and clinical anatomy of devices associated with phonation, speech articulation, and swallowing, as well as sense organs and nervous circuits generally involved in language perception and production and the regulation of swallowing dynamics. General overview of the integumentary system. BIO/09 (BIOS06/A) PHYSIOLOGY - 2 CFU Homeostasis: internal and external environment - fluid compartments - homeostatic mechanisms (positive and negative feedback). Membrane biophysics: the plasma membrane, forces driving membrane transport (chemical force, electrical force), resting membrane potential, equilibrium potential, passive and active membrane transport, osmosis, tonicity. Nervous system: organization, nerve cells, genesis of electrical signals (resting potential, graded potential, action potential), functions of myelin, synapses and synaptic transmission, neurotransmitters, spinal reflexes, simple reflex arc. Skeletal muscle: cellular and molecular structure, sarcomere, muscle contraction, excitation-contraction coupling. Cardiovascular system: Blood: composition, functions, ABO and Rh blood group systems. Heart: cardiac muscle, myocardial excitation and impulse conduction (autorhythmic-pacemaker cells, conduction system), cardiac cycle, cardiac output, nervous control of cardiac output. Circulatory system: forces regulating blood flow, functions of the arterial and venous system, venous return, capillary functions (capillary exchange - filtration and absorption), blood pressure (systolic-diastolic), nervous control of blood pressure. Renal system: main renal functions, the nephron, glomerular ultrafiltration, tubular reabsorption and secretion, urine concentration (aldosterone and antidiuretic hormone). Respiratory system: upper and lower airways, pulmonary pressures, Boyle's law, inspiration, expiration, pulmonary ventilation, alveolar ventilation, air composition, respiratory membrane, Dalton's law, gas exchange at the alveolar level, gas exchange at the tissue level. Neurophysiology (Special Part): Neurophysiological bases of language; Neural plasticity and learning; Introduction to neurophysiological communication disorders.

Metodi didattici

Lectures

Modalità di verifica dell'apprendimento

The exam takes place at the end of the course during the sessions scheduled in the academic calendar. A single final grade will be awarded, taking into account the results of the assessments from each individual module. **Written Exams (Anatomy and Physiology Modules)** **Format:** The exam is written and consists of a multiple-choice questionnaire. **Content:** Questions are designed to assess knowledge of macroscopic and microscopic anatomical-morphological structures, as well as the understanding of physiological mechanisms and vital parameters of the human body. **Measurement Criteria:** Each correct answer is awarded a fixed score. Incorrect or unanswered questions result in zero points or a penalty (at the professor's discretion). To pass the written exam and qualify for the oral interview, students must achieve a minimum passing threshold set at 18/30. **Oral Exam (Histology Module)** **Format:** The oral interview consists of at least 3 main questions covering the fundamentals of cytology, histology, and embryology. **Measurement Criteria:** The exam aims to assess the student's analytical independence, their ability to describe histological tissues, and their mastery of scientific terminology. The oral exam assessment is expressed on a 30-point scale (from 18 to 30 with honors/cum laude). The final grade for the entire Integrated Course in Biomedical Sciences is expressed on a 30-point scale and is the result of the synthesis of the grades obtained in the individual modules.

Testi di riferimento

Testi di riferimento:

- Istologia per le professioni sanitarie (Piccin) - Autori: S. Adamo, P. Comoglio, M. Molinaro
 - F. Netter, Atlante di Anatomia Umana, Elsevier, Milano.
 - AAVV, Guida alla lettura dell'atlante di Anatomia Umana di Frank Netter, Elsevier, Milano.
 - G. Marinozzi, E. Gaudio, M. Ripani, Anatomia Clinica, A. Delfino Editore, Roma.
 - AAVV, Anatomia dell'uomo (Volume unico), Edi-Ermes, Milano.
 - Dee U. Silverthorn e Alberto Portalupi, Fisiologia umana. Un approccio integrato. Ediz. MyLab. Con Contenuto digitale per accesso online di | 20 feb. 20
 - R. Klinke. Fisiologia Medica. Terza edizione italiana. EdiSes, 2012 (per approfondimenti).
- Bruner II, Il linguaggio del bambino, Armando Editore

Risultati di apprendimento specifici

By the end of the course, students must understand that the content of their studies is immediately and directly oriented toward professional practice. In particular, they will be able to: Know and describe, using scientific terminology, the tissues, organs, and systems that form the structural organization of the human body at both a macroscopic and functional level, including an overview of microscopic structures. Utilize this knowledge as a fundamental prerequisite to interpret speech-language pathology disorders (dysphonia, dysarthria, dysphagia, deafness/hearing loss) in the subsequent years of the program, and to plan the appropriate rehabilitative approach.

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Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy (official title: Laurea in Logopedia) (2026)	comune	7	BIOS-12/A, BIOS-13/A, BIOS-06/A

Stampa del 29/07/2026

Scienze Biomediche 2 [1306104]

Offerta didattica a.a. 2026/2027

Docenti: MONICA BARI, FIORELLA GURRIERI, FRANCESCA ZALFA

Periodo: Primo Ciclo Semestrale

Obiettivi formativi

The integrated course of Biology, Biochemistry and Genetics aims to provide students with the knowledge and understanding of:

- structure and general organization of biological units and their reciprocal interactions;
- the constructive logic of the fundamental biological structures at the different levels of the living organisms and the general principles that govern the functioning of the biological units;
- the structure and function of the main biological macromolecules;
- the general principles governing metabolism and the way in which the different metabolic pathways are interconnected and mutually regulated
- the basis of human genetics

Prerequisiti

To have successfully passed eventually OFAs in Chemistry.

Contenuti del corso

Biology:

Introduction to Biology: Characteristics of living beings. Principles of classification of living organisms. Cell theory. The cell and cellular organelles: Organization and dimensions of the cell. Prokaryotic and eukaryotic cell. The cell nucleus: structure and function, nuclear membrane, nucleoli. Cytoplasm and cytoplasmic organelles: Smooth and rough endoplasmic reticulum. Golgi apparatus. Lysosomes, vacuoles and peroxisomes. Mitochondria and chloroplasts. The cytoskeleton: microtubules, microfilaments, intermediate filaments. Cilia and flagella. Centrioles and centrosomes. Structure and function of biological membranes. Fluid mosaic pattern. Phospholipids and membrane proteins. Phagocytosis, exocytosis and endocytosis, receptor-mediated endocytosis, pinocytosis. DNA and its replication: DNA structure, nucleotides, semiconservative DNA replication. Enzymes involved in DNA replication. Telomeres and telomerase. DNA repair mechanisms. Gene, chromosomal and genomic mutations. Physical and chemical mutagens.

Cell cycle and cell division: Structure of chromatin, histones and chromosomes. Cell cycle regulation. Mitosis and meiosis. Genetic variability. Asexual and sexual reproduction.

RNA, structure and function: ribosomal RNA, messenger RNA and transfer RNA. RNA as an enzyme: ribozymes. Transcription and maturation of eukaryotic mRNA: splicing, polyadenylation and capping.

Protein synthesis: The genetic code, stop codons and start codon. The ribosomes. Protein synthesis. Protein maturation. Post-synthetic fate of proteins. Hints of gene expression regulation.

Biochemistry:

Basics of general chemistry: Introductory notes: Periodic table, chemical periodicity and classification of the elements. Description of the atom: Elementary particles: proton, neutron, electron. Isotopes. Electronic configuration of atoms. Quantum numbers and orbitals. Aufbau. sp^3 , sp^2 , sp hybridizations and their geometry. The chemical bond. Solutions: Concentration of solutions. Concept of acids and bases. pH and buffer solutions. Introduction to Thermodynamics and Chemical Kinetics.

Fundamentals of organic chemistry: The Chemistry of Carbon. Nomenclature and chemical-physical characteristics of: hydrocarbons, alcohols, aldehydes and ketones, carboxylic acids, nitrogen compounds, aromatic compounds. Isomerism.

Biochemistry. Composition of living matter and role of biochemistry. Amino Acids, Peptides and Proteins: Structure and properties of amino acids. Structural levels of proteins and denaturation. Function of proteins. Hemoglobin and myoglobin. Carbohydrates: Classification. Reserve carbohydrates and structural carbohydrates. Isomerism of sugars. Lipids: Classification of lipids. Fatty acids, phospholipids, sphingolipids, triglycerides, steroids. Enzymes and Coenzymes: Role and classification. Enzyme kinetics. Concept of inhibition. Allosteric enzymes. Role of coenzymes. Introduction to Metabolism: Anabolism and catabolism. Bioenergetics (free energy, enthalpy, entropy). ATP and Coenzyme A. Glucose metabolism: aerobic and anaerobic glycolysis. Difference between hexokinase and glycokinase. Gluconeogenesis. Krebs cycle and anaplerotic reactions. Regulation of carbohydrate metabolism. Lipid metabolism: digestion and absorption. Role of lipoproteins. Beta-oxidation. Ketone bodies. Biosynthesis of fatty acids. Biosynthesis of cholesterol. Regulation of lipid metabolism. Protein metabolism: Digestion and absorption. Transamination and deamination. Urea cycle. Electron carriers and respiratory chain. Oxidative phosphorylation and ATP synthesis.

GENETICS:

Organization of the human genome; Genetic variants and their classification; Mendelian inheritance; Dynamic mutations; Human chromosomes; Multifactorial diseases; Quantitative genetic tests; Qualitative genetic tests; Genetic hearing loss; Genetic basis of neurodevelopmental disorders; Genetic counseling

Metodi didattici

The integrated course is carried out by means of formal lectures.

Also, in itinere tests (not mandatory and without certification value) are provided, exclusively aimed to check the efficiency of the learning and teaching processes in relation to specific contents of the IC.

Additional educational materials are available on the UCBM e-learning platform (power-point with voice comments, videos, animations, etc.). Upon request, tutoring and guided study with teachers or discipline tutors are also provided.

Modalità di verifica dell'apprendimento

LEARNING EVALUATION METHODS AND CRITERIA

The exam consists of a written test of Biology, a written test of Biochemistry and a written test of Genetics and a possible oral test of Biology and Biochemistry and Genetics (optional), which can only be accessed after passing (□ 18 thirtieths) of the two written tests.

Written tests contain 3 different types of questions:

- multiple choice questions, aimed at verifying the acquisition and knowledge of the aforementioned topics.
- problem solving, aimed at verifying the ability to apply the acquired knowledge and skills and the logic of the basic unitary principles for solving simple biological and/or biochemical problems.
- open-ended questions, aimed at verifying the ability of analysis and synthesis and the ability to connect knowledge in a logical and coherent way for the production of a correct and complete manuscript.

The optional oral exam, in addition to evaluating the previously described aspects of learning, is also aimed at verifying the clarity of presentation and language properties.

The assessment of learning involves the attribution of a final vote expressed out of thirty (plus possible laud) and this attribution takes into account the two written tests and the possible oral test, based on the following criteria:

Written exam in Biology: 10 multiple choice or problem solving questions (1 point each, 0 points for wrong or left blank answers) and 2 open-ended questions (up to 10.5 points each).

Written test in Biochemistry: 9 multiple choice questions (2 points each, 0 points for wrong answers or left blank) and 2 open-ended questions (up to 6.5 points each).

Oral exam (optional): 3 questions (up to 10 points each).

Genetics: 10 multiple choice or problem solving questions (1 point each, 0 points for wrong or left blank answers) and 2 open-ended questions (up to 10.5 points each).

For the attribution of the aforementioned scores, is taken into consideration:

For multiple choice questions:

- the correctness of the answer (100%) For problem solving questions:
- the logic followed by the student in solving the problem (50%)
- the correctness of the procedure identified for solving the problem (50%) For open-ended questions and for the oral exam:

- the adequacy and relevance of the answer in relation to the skills that the student is expected to have acquired at the end of the course (40%)

- the correctness of the answer (30%)

- the ability to connect information logically and consistently (20%)

- the use of appropriate language (10%)

The final vote is attributed by arithmetic mean between the votes of Biology, Biochemistry and Genetics tests. Or, in case of oral test, by arithmetic mean between the average vote of the two writings test and the vote of oral test.

The exam is not considered passed if the vote is lower than 18/30. To achieve a score equal to or greater than 28/30, the student must demonstrate an optimal knowledge of all the topics of the IC, being able to connect them in a logical and coherent way, while "the laud" corresponds to an excellent preparation with a final grade above 30/30.

Testi di riferimento

Biology

- Purves et al. "Elementi di Biologia e Genetica", Casa Editrice Zanichelli
- Solomon et al. "Elementi di Biologia", Casa Editrice EdiSES

Biochemistry

- David L. Nelson and Michael M. Cox. "Introduzione alla Biochimica" di Lehninger. Zanichelli.
- Massimo Stefani and Niccolò Taddei. "Chimica, biochimica e biologia applicata". Zanichelli.
- John W. Baynes and Marek H. Dominiczak. "Biochimica per le discipline biomediche". Elsevier.
- Catani MV, Gasperi V, Di Venere A, Savini I, Guerrieri P and Avigliano L. "Appunti di Biochimica per le Lauree Triennali". Piccin.

Additional didactic materials will be provided during the IC.

GENETICS:

Genetica umana e medica. di Giovanni Neri e Maurizio Genuardi. Edizioni EDRA

Elementi di Genetica Medica. di Maurizio Clementi. edizioni EdiSES

Risultati di apprendimento specifici

Knowledge and understanding:

- Know and understand the general principles of biology, chemistry and biochemistry (listed in the previous point), in order to achieve an integrated learning of these disciplines.
- Apply and translate knowledge for solving simple biological and biochemical problems.
- Develop logical procedures and strategies that allow to perform precise and documented observations and to make a correct critical analysis in order to deduce generalizable principles.

L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

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Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		6	MEDS-01/A, BIOS-07/A, BIOS-10/A

Stampa del 29/07/2026

Scienze propedeutiche alla logopedia [1306106]

Offerta didattica a.a. 2026/2027

Docenti: MANUELE CASALE, DONATELLA TOMAIUOLI, SILVIA ANGELETTI, ANDREA BUOSO

Periodo: Secondo Ciclo Semestrale

Obiettivi formativi

The integrated course in Introductory Sciences for Speech and Language Therapy aims to provide students with fundamental knowledge of the general mechanisms of disease, the main clinical conditions, and the diagnostic tools used in healthcare, integrating them with the theoretical and professional foundations of speech and language therapy.

The course prepares students to understand the speech therapy patient and the clinical context in which rehabilitation intervention takes place, promoting an interdisciplinary and person-centered approach.

EXPECTED LEARNING OUTCOMES

(Dublin Descriptors)

Knowledge and Understanding

The student:

- knows the main pathogenetic mechanisms of diseases;
- understands clinical conditions relevant to speech and language therapy;
- knows the role and foundations of the speech and language therapy profession;
- understands the basic principles of clinical and imaging diagnostics.

Applying Knowledge and Understanding

The student:

- correlates pathological processes with communication and swallowing disorders;
- preliminarily interprets clinical and diagnostic data;
- uses appropriate clinical terminology.

Autonomy of Judgment

The student:

- integrates information from pathological, clinical, and diagnostic fields;
- recognizes the role and professional limits of the speech and language therapist;
- develops an initial critical approach to clinical reasoning.

Communication Skills

The student:

- communicates clearly with the healthcare team;
- correctly uses technical and professional language;
- reports clinical observations in a structured manner.

Learning Skills

The student:

- acquires a clinically oriented study method;
 - integrates basic knowledge with subsequent courses;
 - develops the foundations for lifelong learning.
-

Prerequisiti

Basic knowledge of:

- general biology;
- human anatomy and physiology.

Contenuti del corso

General Pathology

- Concept of health and disease
- Etiology and pathogenesis
- Cellular adaptation and injury
- Acute and chronic inflammation
- Fever and pain
- Alterations in cellular growth
- Degeneration and necrosis
- Repair processes

- Immunity and immune response
- Basics of nervous system pathology
- Pathogenetic bases of communication disorders

Speech and Language Therapy Sciences

- Introduction to Speech and Language Therapy: definition, fields of intervention, and professional competencies
- Basic anatomy and physiology of the organs involved in communication and swallowing
- Physiological development of language and communication
- Language disorders in developmental age
- Acquired language and communication disorders in adults
- Voice and fluency disorders
- Physiological swallowing and dysphagia: introductory concepts
- Principles of speech and language assessment and treatment
- Multidisciplinary work in rehabilitation settings

Speech and Language Therapy Sciences

(Legislative and Professional Aspects)

- Definition and fields of speech and language therapy
- Evolution of speech and language therapy as a discipline
- Professional profile of the speech and language therapist
- Speech and language therapy in Europe and beyond
- Code of Ethics for speech and language therapists
- Professional regulatory body
- Role of the speech and language therapist in different clinical settings
- Definition and fields of speech and language therapy
- Evolution of speech and language therapy as a discipline
- Professional profile of the speech and language therapist
- Communicative, linguistic, and swallowing functions
- Speech and language assessment and treatment
- Interdisciplinary approach
- Therapeutic relationship
- Patient management and continuity of care
- Role of the speech and language therapist in different clinical settings

Clinical Pathology

- Basic concepts of clinical pathology
- Laboratory tests: clinical significance
- Complete blood count and inflammatory markers
- Metabolic alterations
- Endocrine disorders relevant to speech therapy
- Neurological disorders (clinical overview)
- Basic ENT disorders
- Clinical assessment of the speech therapy patient

Diagnostic Imaging

- General principles of diagnostic imaging
- X-rays and basic radiological techniques
- CT and MRI: principles and indications
- Imaging of the head and neck district
- Imaging of the central nervous system
- Radiological examinations of swallowing
- Role of imaging in the diagnostic pathway
- Collaboration between speech therapist and diagnostic imaging specialists
- Basics of radiation protection

Metodi didattici

- Lectures
- Presentation of images and clinical cases
- Interdisciplinary discussion
- Integration of theory and clinical practice

Modalità di verifica dell'apprendimento

Final integrated examination aimed at assessing:

- theoretical knowledge;
 - ability to integrate pathology, clinical sciences, and speech and language therapy.
- The examination consists of a written multiple-choice test.

The questionnaire includes 10 questions for each subject area, for a total of 40 questions.

Assessment Criteria and Final Grading

To pass the examination, students must correctly answer at least 50% of the questions for each subject area, corresponding to the minimum passing grade (18/30).
For each additional correct answer, 3 points are awarded.
The final grade is expressed out of thirty.

Testi di riferimento

- Learning Radiology: Recognizing the Basics by William Herring; PICCIN
 - Clinical Biochemistry and Laboratory Medicine by M. Ciaccio, G. Lippi; Edises
 - PAROLA. General Pathology and Elements of Pathophysiology, 2nd edition; EdiSES Università
 - Core Competence and Core Curriculum of the Speech and Language Therapist by Laura M. Castagna et al., Springer Verlag, 2009
 - Code of Ethics for Speech and Language Therapists, downloadable from the National Federation of TSRM and PSTRP Professional Orders portal
 - Schindler O., Manual of Phoniatrics and Speech Therapy, Edizioni Minerva Medica
- PDF files containing lecture slides will be made available through the University's web system on the dedicated e-learning platform area.

Risultati di apprendimento specifici

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L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		6	MEDS-02/A, MEDS-02/B, MEDS-22/A, MEDS-26/B

Stampa del 29/07/2026

Statistica, metodologia nella ricerca e analisi dei dati [1306103]

Offerta didattica a.a. 2026/2027

Docenti: ALESSANDRO LOPPINI, FRANCESCO BRANDA, PAOLO SODA

Periodo: Primo Ciclo Semestrale

Obiettivi formativi

The integrated course in Statistics, Research Methodology and Data Analysis provides students with the fundamental knowledge required to understand the physical phenomena subject to measurement, as well as the principles of statistical data analysis and their management and processing through computational tools.

These competencies are developed within an integrated framework, with particular reference to applications in scientific research and clinical practice in the field of speech and language therapy.

The course also aims to promote a scientific and critical approach in students, which is essential for data interpretation and for the application of Evidence-Based Practice principles in speech therapy.

Prerequisiti

Basic knowledge of mathematics and physics (secondary school level).

Contenuti del corso

PHYSICS

- Introduction. Measurement and dimensional units. Vectors. Elements of kinematics.
- Newton's laws. Forces in nature. Gravity and its consequences.
- Kinetic and potential energy: conservation of mechanical energy.
- Torque and static equilibrium: applications in biomechanics.
- Fluids. Pressure. Pressure measurement. Elements of fluid statics and dynamics.
- Harmonic oscillator and oscillatory motion. Mechanical waves. Representation of wave propagation. Energy and intensity of a wave. Sound.
- Electric charges. Electric field and electric potential.
- Electric circuits. Introduction to magnetostatics.

STATISTICS

- Descriptive statistics: types of variables (qualitative nominal/ordinal, quantitative discrete/continuous).
- Frequency distributions: absolute, relative, cumulative. Tables and graphs (histograms, bar charts, pie charts, scatter plots).
- Probability theory: fundamental rules, Bayes' theorem. Applications to diagnostic tests (sensitivity, specificity, predictive values).
- Probability distributions: binomial, Poisson, normal.
- Sampling: population, sample, bias. Sample size determination. Randomization.
- Statistical inference: point and interval estimation (confidence intervals). Hypothesis testing, Type I and Type II errors. Relationship between statistical significance and confidence intervals.
- Parametric and non-parametric tests for group comparisons.
- Correlation and linear regression: interpretation and clinical applications.
- Critical reading of scientific literature: interpretation of tables, graphs and results. Introduction to Evidence-Based Practice in speech therapy.

COMPUTER SCIENCE

Part I: Fundamentals of Computer Science

- Introduction to Computer Science: concept of information and information processing. Algorithms. The computer as a machine for automatic information processing.
- Computer Architecture: Von Neumann architecture. Digital representation of information.
- Operating Systems and Software: functions of operating systems. Types of software. File and folder management. Desktop operating systems. Mobile operating systems (iOS, Android).
- Computer networks and the Internet. Concepts of telematics and networking. Network topologies. Message structure and communication protocols. Internet and its main services (Web, email, cloud). Introduction to biomedical databases and online resources for speech therapy.
- Cybersecurity. Principles of network security. Main threats: phishing, malware, ransomware. Good practices for protecting personal and health data (overview of GDPR in the clinical context).
- Artificial Intelligence and Large Language Models. Fundamental concepts of AI. Large Language Models (LLMs): functioning, potential and limitations. Applications of AI in healthcare and speech therapy. Critical and responsible

use of AI tools.

Part II: Computer Lab

- Microsoft Excel: interface, cells, rows and columns. Basic operations (copy, paste, edit, autofill). Alignment, cell merging, text in columns.
- Formulas and references (relative, absolute, mixed). Logical functions. Formatting and conditional formatting.
- Data management: sorting, filtering, find and replace.
- Creation of tables and charts. Printing settings and advanced features.

Metodi didattici

Frontal lectures focused on course topics. Guided exercises. Use of slides, blackboard and computational tools.

Modalità di verifica dell'apprendimento

ASSESSMENT METHODS

Final exam aimed at assessing theoretical knowledge, ability to solve practical exercises, and ability to use the computational tools covered in the course.

The exam consists of two written tests and one computer-based test:

- Written Physics and Statistics test: 10 Physics questions and 10 Statistics questions (problems and multiple-choice questions). Duration: 2 hours.
- Written Computer Science test: 30 multiple-choice questions. Duration: 1 hour.
- Computer-based test: practical assignment using Microsoft Excel. Duration: 45 minutes.

EVALUATION CRITERIA

- Statistics test: 10 multiple-choice questions, 3 points each.
- Physics test: 5 exercises (4 points each) and 5 theoretical multiple-choice questions (2 points each).
- Computer Science written test: 30 multiple-choice questions, 1 point each.
- Computer-based test: evaluated based on operational effectiveness, accuracy, and appropriate use of software tools.

Incorrect or unanswered questions are worth 0 points. The final grade is expressed out of 30 (maximum grade 30/30). The overall grade is calculated as the average of the grades obtained on the three subjects. Minimum passing score for each test: 18/30. Honors ("cum laude") may be awarded at the discretion of the instructors if full marks are achieved in all tests.

Testi di riferimento

- Slides and materials produced by the lecturers and uploaded to the course e-learning page.
- Suggested textbooks:
 - Physics: "Physics for Scientists and Engineers with Modern Physics" by Douglas C. Giancoli, CEA, Third Edition, 2017.
 - Statistics: "Medical Statistics" (2nd edition) by Martin Bland; "Elementi di Statistica Medica" by Lantieri, Risso and Ravera.

Risultati di apprendimento specifici

Knowledge and Understanding

Students will:

- know and understand the physical principles underlying measurements;
- understand the fundamentals of descriptive and inferential statistics;
- know the basic computational tools for data management and analysis;
- understand the fundamental stages of research methodology.

Applying Knowledge and Understanding

Students will:

- recognize the physical principles governing phenomena of medical and speech therapy interest;
- apply measurement procedures and data representation techniques;
- use basic statistical methods for clinical data analysis;
- use computational tools for data organization and processing;
- interpret quantitative results in the speech therapy field.

Making Judgements

Students will:

- critically evaluate statistical results;
- recognize the limitations and potential of data;
- correctly interpret tables, graphs and statistical indicators.

Communication Skills

Students will:

- communicate quantitative results clearly and accurately;
- use appropriate scientific terminology;

- contribute to the drafting of simple research reports.

Learning Skills

Students will:

- develop a critical study method;
- acquire the foundations for continuous scientific updating;
- integrate quantitative skills into clinical practice.

L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		6	PHYS-06/A, MEDS-24/A, IINF-05/A

Stampa del 29/07/2026

tirocinio professionalizzante [13061T1]

Offerta didattica a.a. 2026/2027

Docenti: DONATELLA TOMAIUOLI

Periodo: Ciclo Annuale Unico

Obiettivi formativi

Il Tirocinio professionalizzante del primo anno introduce lo studente alla conoscenza dei contesti nei quali opera il logopedista e all'osservazione sistematica dello sviluppo tipico, con particolare attenzione alle competenze comunicative, linguistiche, relazionali e partecipative. E' orientato all'acquisizione

E' orientata all'acquisizione di un approccio conoscitivo globale, ecologico e centrato sulla persona. L'osservazione del bambino viene condotta considerando non soltanto le singole abilità o le diverse tappe evolutive, ma anche le attività svolte, il livello di partecipazione, le relazioni significative e l'influenza dei contesti di vita.

Il tirocinio ha carattere prevalentemente osservativo e non prevede l'assunzione autonoma di responsabilità cliniche da parte dello studente.

Prerequisiti

Non necessari

Contenuti del corso

1. Acquisizione delle competenze di base

*conoscere l'organizzazione delle strutture sanitarie, ambulatoriali o territoriali in cui opera il Logopedista

*osservare e analizzare le competenze relazionali e comunicative attraverso i segnali verbali, non verbali e mimico-gestuali in età evolutiva

* conoscere il ruolo dello studente, del tutor professionalizzante.

* conoscere le norme di comportamento nei contesti educativi, sanitari e riabilitativi (privacy, riservatezza e tutela dei dati personali)

2. Osservazione ed analisi dello sviluppo tipico del bambino in età evolutiva:

* Sviluppo motorio globale e fine.

* Sviluppo cognitivo e attentivo.

* Sviluppo affettivo e relazionale.

* Sviluppo comunicativo preverbale.

* Sviluppo linguistico.

* Sviluppo del gioco.

* Sviluppo delle autonomie.

* Variabilità individuale nei ritmi e nelle modalità di sviluppo.

3. Osservazione della comunicazione e dell'interazione

* Contatto oculare e orientamento verso l'interlocutore.

* Attenzione condivisa.

* Alternanza dei turni.

* Imitazione.

* Iniziativa comunicativa.

* Gestì comunicativi.

* Uso della voce, delle vocalizzazioni e delle parole.

* Comprensione del linguaggio.

* Modalità di risposta alle proposte dell'adulto.

* Interazione con i pari.

* Strategie comunicative utilizzate spontaneamente dal bambino.

* Modalità attraverso le quali il bambino esprime preferenza, scelta, consenso, rifiuto, benessere o disagio.

4. Osservazione delle attività e della partecipazione del bambino all'interno di attività e routine significative

* gioco libero e strutturato;

* lettura condivisa;

* pasto;

* attività educative;

* attività di cura personale;

* interazione con adulti e pari;

* attività di gruppo;

* momenti di transizione tra attività differenti.

5. Osservazione del contesto secondo il modello ICF e il modello sociale e analisi degli elementi ambientali che

possono sostenere oppure limitare il funzionamento e la partecipazione del bambino.

- * caratteristiche degli spazi;
- * accessibilità fisica e comunicativa;
- * organizzazione dei tempi;
- * richieste dell'attività;
- * quantità e qualità degli stimoli;
- * disponibilità dei materiali;
- * presenza di supporti visivi, gestuali o comunicativi;
- * modalità comunicative degli adulti;
- * atteggiamenti e aspettative delle persone presenti;
- * qualità delle relazioni;
- * opportunità di interazione e partecipazione;
- * facilitatori ambientali;
- * barriere ambientali.

6. Osservazione e conoscenza del bambino nella sua unicità attraverso l'approccio narrativo e centrato sulla persona

- * interessi;
- * preferenze;
- * attività gradite;
- * capacità e risorse;
- * modalità comunicative;
- * persone significative;
- * routine quotidiane;
- * condizioni che favoriscono benessere e partecipazione;
- * situazioni che possono generare difficoltà o disagio;
- * strategie efficaci utilizzate dagli adulti e dal bambino.

Le informazioni possono essere integrate, attraverso il racconto dei genitori, degli educatori, degli insegnanti o degli altri professionisti.

7. Osservazione del ruolo del logopedista

- * Accoglienza della persona e della famiglia.
- * Organizzazione del setting.
- * Comunicazione con il bambino.
- * Utilizzo del gioco e delle attività significative.
- * Modalità di conduzione dell'osservazione e della valutazione.
- * Relazione con genitori e caregiver.
- * Adattamento delle proposte alle caratteristiche individuali.
- * Utilizzo di facilitatori comunicativi.
- * Collaborazione con gli altri professionisti.
- * Documentazione e condivisione delle informazioni.
- * Rispetto dei principi etici e deontologici.

8. Il ruolo del Logopedista all'interno di equipe multidisciplinari

- * Ruolo del logopedista nei diversi contesti.
- * Conoscenza delle figure professionali presenti.
- * Osservazione delle modalità di collaborazione interprofessionale.
- * Condivisione delle informazioni rilevanti.
- * Rispetto dei ruoli e dei confini professionali.
- * Continuità tra contesto sanitario, educativo, familiare e sociale.
- * Centralità della persona nel progetto di cura e di sviluppo.

Metodi didattici

Il tirocinio viene erogato attraverso un percorso progressivo che integra preparazione, osservazione diretta, esercitazione guidata, documentazione dell'esperienza e rielaborazione riflessiva.

1. Preparazione all'esperienza

Prima dell'inserimento nelle sedi, lo studente partecipa ad attività introduttive finalizzate a:

- * conoscere obiettivi e organizzazione del tirocinio;
- * comprendere il proprio ruolo e i propri limiti operativi;
- * conoscere le norme di comportamento;
- * acquisire indicazioni relative a privacy, sicurezza e riservatezza;
- * apprendere le modalità di utilizzo degli strumenti osservativi;
- * definire gli obiettivi individuali di apprendimento;
- * conoscere struttura e modalità di compilazione del diario riflessivo.

La fase introduttiva può comprendere un breve **pre-debriefing o briefing iniziale**, durante il quale vengono presentati il contesto, le attività previste e gli aspetti sui quali concentrare l'osservazione.

2. Osservazione diretta nei contesti di tirocinio

L'attività si svolge in contesti coerenti con gli obiettivi del primo anno, quali:

- * servizi educativi per l'infanzia;
- * scuole;

- * servizi territoriali;
- * strutture sanitarie e riabilitative;
- * ambulatori;
- * servizi dedicati all'età evolutiva;
- * altri contesti approvati dal Corso di Laurea.

Lo studente osserva le attività sotto la responsabilità del tutor di sede, rispettando le indicazioni ricevute e senza svolgere autonomamente attività clinico-assistenziali.

L'osservazione può riguardare:

- * bambini con sviluppo tipico nei contesti di vita;
- * interazioni bambino-adulto;
- * interazioni tra pari;
- * routine educative;
- * attività di gioco;
- * setting sanitari e riabilitativi;
- * attività svolte dal logopedista;
- * modalità di collaborazione con la famiglia e con l'équipe.

3. Osservazione guidata

Prima o durante l'attività, il tutor assegna uno specifico focus osservativo in modo da ridurre il rischio di una raccolta generica o dispersiva delle informazioni

- * modalità comunicative del bambino;
- * iniziativa e reciprocità comunicativa;
- * partecipazione al gioco;
- * caratteristiche della routine;
- * strategie dell'adulto;
- * facilitatori e barriere ambientali;
- * opportunità di scelta;
- * adattamenti del contesto;
- * organizzazione del setting;
- * modalità relazionali del professionista.

4. Compilazione degli strumenti osservativi

Al termine delle attività lo studente organizza le informazioni raccolte attraverso gli strumenti indicati dal tutor.

La compilazione deve rispettare i seguenti principi:

- * descrivere comportamenti concretamente osservabili;
- * evitare giudizi o etichette;
- * distinguere i fatti dalle interpretazioni;
- * non riportare dati identificativi;
- * considerare il contesto nel quale si verifica il comportamento;
- * valorizzare capacità, interessi e risorse;
- * individuare facilitatori e barriere;
- * segnalare le informazioni mancanti;
- * formulare eventuali domande di approfondimento senza attribuire valore diagnostico alle proprie ipotesi.

Diario riflessivo di tirocinio

Il diario riflessivo è uno strumento obbligatorio di documentazione e rielaborazione dell'esperienza. Non costituisce una semplice cronaca delle attività svolte, ma accompagna lo studente nella trasformazione dell'esperienza osservativa in apprendimento professionale.

Il diario può essere compilato al termine di ogni giornata, di ogni esperienza significativa oppure secondo la periodicità stabilita dal Corso di Laurea.

Struttura del diario riflessivo

Per ciascuna esperienza lo studente può utilizzare la seguente traccia:

1. Descrizione dell'esperienza

- * In quale contesto si è svolta l'attività?
- * Quale attività o routine è stata osservata?
- * Chi era presente?
- * Qual era il mio obiettivo osservativo?
- * Che cosa è accaduto?

2. Dati osservati

- * Quali comportamenti ho osservato direttamente?
- * Quali modalità comunicative ha utilizzato il bambino?
- * In che modo ha partecipato?
- * Quali iniziative ha assunto?
- * Come hanno risposto gli adulti o i pari?
- * Quali elementi del contesto hanno influenzato l'attività?

3. Distinzione tra osservazione e interpretazione

- * Che cosa ho realmente visto o ascoltato?
- * Quali interpretazioni ho formulato?
- * Su quali elementi si basano?
- * Esistono possibili interpretazioni alternative?

- * Quali informazioni mi mancano?
- 4. Lettura secondo il modello ICF
- * Quali attività ha svolto il bambino?
- * Come ha partecipato?
- * Quali capacità e risorse sono emerse?
- * Quali fattori ambientali hanno facilitato la partecipazione?
- * Quali elementi hanno costituito una barriera?
- * Quali supporti sono stati efficaci?
- 5. Prospettiva narrativa e centrata sulla persona
- * Che cosa sembra importante per il bambino?
- * Quali interessi e preferenze sono emersi?
- * In quali situazioni è apparso maggiormente coinvolto?
- * Come ha espresso scelta, gradimento, rifiuto o disagio?
- * Quali persone, attività o condizioni hanno favorito il suo benessere?
- * Quale punto di vista potrebbe avere il bambino sull'esperienza?
- 6. Riflessione personale
- * Che cosa ho provato durante l'osservazione?
- * Che cosa mi ha colpito?
- * Quali aspettative avevo?
- * Le mie aspettative hanno influenzato l'osservazione?
- * Quali difficoltà ho incontrato?
- * Quali aspetti ho compreso meglio?
- 7. Apprendimento professionale
- * Che cosa ho appreso da questa esperienza?
- * Quali conoscenze teoriche ho potuto collegare all'osservazione?
- * Che cosa avrei bisogno di approfondire?
- * Quale obiettivo mi propongo per la prossima esperienza?
- * Quale strumento osservativo sarebbe utile utilizzare successivamente?

Attività di debriefing

Il debriefing è una parte integrante del tirocinio professionalizzante e costituisce uno spazio strutturato di rielaborazione dell'esperienza.

Non ha la funzione di giudicare lo studente, ma di favorire la comprensione di quanto osservato, il collegamento tra teoria e pratica, la consapevolezza del proprio processo di apprendimento e l'individuazione di obiettivi successivi. Le attività possono essere svolte individualmente o in piccolo gruppo, in presenza oppure a distanza, sotto la guida del tutor o del docente responsabile del tirocinio.

Questa modalità consente allo studente di sviluppare progressivamente capacità di osservazione, riflessione critica, consapevolezza professionale e integrazione tra conoscenze teoriche ed esperienza pratica.

Finalità del debriefing

- * Ricostruire l'esperienza in modo strutturato
- * Mettere a confronto prospettive differenti
- * Analizzare l'influenza del contesto
- * Applicare i modelli teorici
- * Comprendere le proprie reazioni emotive
- * Riconoscere stereotipi, aspettative o bias
- * Individuare punti di forza e punti di debolezza
- * Definire nuovi obiettivi di apprendimento

Modalità di verifica dell'apprendimento

La valutazione finale si svolge attraverso un esame orale finalizzato ad accertare la capacità dello studente di osservare e descrivere gli elementi caratteristici del normosviluppo, utilizzare in modo appropriato gli strumenti osservativi e rielaborare criticamente l'esperienza di tirocinio.

Durante la prova lo studente presenta e discute un'esperienza selezionata dal proprio diario riflessivo, illustrando il contesto osservato, gli strumenti utilizzati, gli elementi rilevati e gli apprendimenti maturati.

La valutazione considera la capacità di distinguere i dati osservati, di utilizzare un linguaggio professionale e di collegare l'esperienza ai modelli ICF, narrativo e sociale e all'approccio centrato sulla persona.

Sono inoltre valutate la consapevolezza dei limiti del proprio ruolo, il rispetto della riservatezza e della dignità della persona, la capacità di riflettere sulle proprie emozioni e aspettative e l'utilizzo del debriefing come strumento di apprendimento.

La valutazione è espressa in trentesimi.

Testi di riferimento

Durante l'esperienza lo studente utilizza, sotto la guida dei tutor, strumenti osservativi con finalità esclusivamente formative e non finalizzate alla elaborazione di una diagnosi:

- * griglia di osservazione dello sviluppo globale;
- * protocollo di osservazione descrittiva;
- * griglia su base ICF;
- * scheda di analisi delle attività e delle routine;
- * mappa dei facilitatori e delle barriere;

- * scheda di osservazione della comunicazione e dell'interazione;
- * scheda narrativa dell'episodio osservato;
- * profilo sintetico centrato sulla persona;
- * diario riflessivo di tirocinio;
- * scheda di autovalutazione delle competenze iniziali.

Risultati di apprendimento specifici

La valutazione finale si svolge attraverso un esame orale finalizzato ad accertare la capacità dello studente di osservare e descrivere gli elementi caratteristici del normosviluppo, utilizzare in modo appropriato gli strumenti osservativi e rielaborare criticamente l'esperienza di tirocinio.

Durante la prova lo studente presenta e discute un'esperienza selezionata dal proprio diario riflessivo, illustrando il contesto osservato, gli strumenti utilizzati, gli elementi rilevati e gli apprendimenti maturati.

La valutazione considera la capacità di distinguere i dati osservati, di utilizzare un linguaggio professionale e di collegare l'esperienza ai modelli ICF, narrativo e sociale e all'approccio centrato sulla persona.

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La valutazione è espressa in trentesimi.

L'attività didattica è offerta in:

Faculty of Medicine, Surgery and Dentistry

Tipo corso	Corso di studio (Ordinamento)	Percorso	Crediti	S.S.D.
Bachelor or equivalent first cycle	Laurea in Speech and Language Therapy comune (official title: Laurea in Logopedia) (2026)		18	MEDS-26/C

Stampa del 29/07/2026