

Dear Student,

this year, within our two three-year Degree Programmes, a new didactic proposal and a new educational proposal start. The first one includes the introduction, for some courses, of ECTS dedicated to practical activities. In these activities (that are addressed to many people at the same time), students can carry out exercises in the classroom.

The second one is called "Personalised three-year training" and includes an interaction between the teacher and the student guaranteeing a more individualised supervision. For this purpose, during this first year, each student will be assigned to a teacher, who will follow him/her during the three years. In order to guarantee that all students can benefit of this training, they will be divided into groups, whose number will be equivalent and subject to the number of teachers of the respective Degree Programmes; each group will be assigned to a supervisor who will guide and coordinate all the activities of his/her group.

As mentioned later in the present document, it is important to immediately highlight that the participation to the group activities is absolutely compulsory and preparatory to the study plan and the earning of the degree.

The activities of all groups has some shared goals. The first consists of helping acquire the basic competences so that each student will be able to make online bibliographical researches. This is an important goal for the development and the progress of each student's academic and professional careers. Such a competence is the premise/prerequisite needed to appropriately examine in depth (being able then to select the reliable and accredited sources of information) the topics that students will focus on when they will pursue a further education (firstly, with the preparation of the final thesis, and then with the preparation of the Masters Degree thesis). And those who decide to conclude their training with the three-year degree will have at their disposal a valid tool useful to be updated on any aspect or interest of their future job.

For this purpose, the two Degree Programmes have established a direct contact and interaction with the activities of the Faculty's library (Biblioteca Valentini). Monthly, the library arranges two or three meetings exactly on the various aspects of online research - how to find the search engines supporting the international literature on scientific topics, how to surf on these search engines, etc. Not all students can participate at the same time to these meetings: they are dedicated to about 20 participants, so that each one can learn the information not only theoretically, but also with practical activities, using the workstations inside the classroom where the meetings take place. In order to overcome this limit, we have decided, along with the library, that each group will choose two voluntary students who will participate to the library's activities (the above-mentioned two or three meetings taking place in about the second half of each month).

These students will transmit the acquired competences to the other students of the group in meetings coordinated by the group's supervisor.

At this point, the goal of the Personalised three-year training can focus on the following level: the students will participate to meetings where they will use the acquired competences on the bibliographical research to deepen the critical reading of scientific topics. Once the students will have chosen one or more topics, they will be able to exercise, with the guidance of their supervisor, in the preparation of PowerPoint presentations of the topics, as well as in their oral presentation, and in the preparation of written reports. This is an essential educational exercise. In fact, it is not rare that at the end of the three years, the students, in preparing their dissertation, have not any idea on how to do a bibliographical research or how to plan/prepare an in-depth analysis of a scientific topic. Obviously, this is something very different from the preparation of the exams of each course. In this case, the pieces of information are relatively well-defined and limited; in the second case, a student should handle a much broader territory, which requires the

assumption of many more responsibilities and a higher level of autonomy, both in thinking and in acting. He/she must know what to do and how to do it. In front of the responsibilities needed to carry out these activities and with a little time to do them, it is not rare that a student, even in a perfect good faith, thinks that there is nothing bad to pick here and there in the scientific literature passages of articles on the chosen topic for the final test, and to "cut and paste" them. When all this happens in good faith, the reasoning can be: "If these things have been already said and explained by others, why should I make efforts to say the same things but with other words?" So you can think that a dissertation is prepared by finding passages of literature compatible with or pertinent to the chosen topic, putting them together somewhat methodically, and trying to learn the resulting collage. Obviously, such an approach is conceptually wrong: understanding a topic is completely different from reporting what others have said on that topic. Only by individually, actively, and interactively reformulating the considered literature, a student can internalize the contents. The Training achieves just this goal: the student individually acquires the information concerning a certain topic (having learned how to acquire it); he/she actively exercises to express it both orally and in written form; by interacting with the other members of the group, he/she learns how to correct his/her errors, to deal with possible different interpretations, and to develop a greater critical thinking ability.

As you can see, this training does not take the place of the institutional one, but it expands it and completes it in a corresponding and convergent way.

These are the shared goals of the Personalised three-year training.

Obviously, there are also the individual liberty and the managerial independence of each teacher supervisor. Therefore, it can happen that a group is systematically or occasionally involved in other activities too, such as the participation to simple research protocols, or the elaboration of limited samples of data, etc. Of course, this kind of activities cannot be regulated in the same way for each teacher, because it depends on the specific competences and research areas of each teacher supervisor.

And, still in the area of individual freedom, students, too, will have one at the beginning of the third year. Since the Training's goals are the same for all the supervision groups, and can then overlap, there is no need to select and assign the supervisor according to the interests of the single student. So a student is assigned to a supervisor regardless of the scientific interests of the one or the other. However, at the beginning of the third year, when a student should choose the topic of his/her dissertation, he/she can ask for carrying out the final work under the supervision of another teacher.

In this regard, it is important to note that the dissertation topic can be chosen in any discipline, and is not necessarily limited to the student's favourite topics. The competences a student should acquire during the preparation for the final test are mainly cross competences: it is not aimed at training an expert in a specific psychological study field, because this purpose belongs exclusively to the Masters Degree thesis (for those who pursue a further education by enrolling in a Masters Degree Programme). On the contrary, the competences acquired in the preparation for the final test should be considered preparatory for the Masters Degree dissertation. The above-mentioned competences can be developed and acquired under the supervision of any teacher of the Programme that a student is enrolled in. Since they are above all "technical" competences, their application by a three-year student to the research methods of Cognitive or Social Psychology, for example, should not be overestimated or underestimated in comparison to the possibility of applying them in different areas, such as the preparation of psychological tests, the administration of questionnaires, the compilation of observation protocols, etc.

Students should also remember that the request of passage from a supervisor to another can be taken into consideration on the basis of a balanced division of charges for each teacher.

All this regards the goals of the Personalised three-year training. Now we want to conclude the present document with information on other aspects.

From a bureaucratic standpoint, the participation to the activities of the Personalised three-year training is compulsory for all students. The small size of the groups allows a flexible management of activities, so that each one can participate without any exception.

The students who will have not regularly attended the activities of the Personalised three-year training cannot graduate at the end of the three years: their graduation is indefinitely postponed until they will have not respected the attendance and acquired the competences resulting from these activities. Therefore, the student should see if the assigned supervisor clearly defines the group's activities, by arranging them with the students.

The following is a situation that will never happen, but we want to mention it to complete the information: if there are breaches by the assigned supervisor, the students of the group must promptly inform the Coordinating Group of the Personalised three-year training, currently constituted of prof. Arturo Bevilacqua (Group Coordinator), prof. Guido Alessandri (member), and prof. Rossella Ventura (member).

Students' notices must be submitted to all members of the Coordinating Group and, for reference, to the CAD President (Area Educational Board of the three-year Degree Programmes in Psychology of Faculty of Medicine and Psychology), currently prof. Enrico Di Pace, as well as to the students' representatives who are (in alphabetical order) Giulia Pellini (email: pellini.1759834@studenti.uniroma1.it) and Marica Scardaccione (email: scardaccione.1795564@studenti.uniroma1.it).

All the best and enjoy your Study Plan in our three-years Degree Programmes in Psychology,

The CAD President and the Coordinating Group of the Personalised three-year training