

What Psychology for the School Psychologists?

Wednesday 3 September 2025 09:00 (1h 30m)

In recent years, a large amount of theoretical speculation and research has been dedicated to the study of that knowledge defined as opaque or implicit (Perruchet, 1988), to the role of reflexivity in professional activity as well as to the subject's access to the body of knowledge that she hold (or that she is supposed to hold) and to the different degrees of awareness that characterize the relationship of the subject with the systems of social rules of the activities in which he takes part.

The discussion session will start by presenting the results of the PRIN 2022 Project "School needs and service delivery models in school psychology. A mixed methods study" carried out in Italy in the past two years whose general objective was to investigate the needs of the principal's stakeholders in terms of school psychology services and the practices of providing those services from the psychologist themselves. Which theoretical and practical models do school psychologists refer to in their activity? This leads to the crucial question of what kind of psychology needs to be tough for the school psychologists nowadays with the increasing complexity of our challenging times. In the discussion sessions, we will offer some insights for teaching psychology and training school psychologists. The following points will be presented as guidelines for the discussions.:

- What is the professional profile of the school Psychologists we are seeking to train at the University?
- What knowledge and competencies should school psychologists master to effectively carry out their work?
- How to teach and how to train professional school psychologists?
- How strongly school psychology is rooted in the social and cultural context schools are part of.

Is the first author also the speaker?

Yes

If first author is not the speaker, please indicate speaker's name here:

Please indicate up to five keywords regarding the content of your contribution

School psychology, teaching, learning

Primary author: MARSICO, Giuseppina (University of Salerno)

Co-authors: DARIO, Nadia (University of Salerno); MOLLO, Monica (University of Salerno)

Presenter: MARSICO, Giuseppina (University of Salerno)

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