DOMANDE ATTINENTI AL PROFILO:

1.Il candidato illustri Cosa è il Codice Deontologico dell'Educatore professionale?

2.Il candidato indichi gli elementi di qualità professionale da considerare da parte dell'Educatore professionale nella valutazione delle attività riabilitative di un Centro Diurno in ambito di salute mentale.

3.Il candidato illustri cosa si intende per setting educativo.

4. Il candidato illustri cosa significa per un EP lavorare nella complessità.

5. Il candidato illustri cosa si intende per un intervento educativo step by step.

6. Il candidato illustri perché lo spazio e il tempo sono importanti nel proprio intervento professionale.

7. Il candidato illustri il concetto di regola nel setting educativo.

8. Il candidato illustri cosa significa lavorare con l'équipe multiprofessionale.

9. Il candidato illustri cosa significa lavorare per progetti.

10. Il candidato illustri le fasi della presa in carico e cura della persona fragile, vulnerabile, in crescita.

11. Il candidato illustri cosa significa seguire il progetto educativo riabilitativo di un ragazzo/a che è in una condizione di blocco evolutivo. Qual è la rete di servizi/istituzioni coinvolti nel progetto di vita?

12. Il candidato illustri le funzioni dell'EP in ambito di neuropsichiatria infantile utili ad una funzionale ripresa evolutiva di un ragazzo/a.

13. Il candidato illustri cos'è l'International Classification of Functioning, Disability and Health (ICF).

14. Il candidato illustri gli elementi determinanti per l'intervento educativo rivolto alle persone con disturbo dello spettro autistico.

15. Il candidato illustri quali sono gli elementi determinanti dell'approccio educativo in merito alla dipendenza da gioco d'azzardo patologico.

16. Il candidato illustri quali possono essere gli elementi condivisi tra gli Educatori Professionali anche se operanti con diversi target di utenza?

17. Il candidato illustri a quali condizioni una relazione interpersonale può propriamente essere definita come educativa a partire dalle competenze tecnico - professionali.

18. Il candidato illustri cosa si intende per valutazione educativa in ambito di salute mentale.

19. Il candidato descriva le tecniche di descalation nella gestione di comportamenti aggressivi.

20. Il candidato elenchi di quali tipologie di dipendenze si occupa il servizio per le dipendenze (SERD)?

21. Il candidato descriva cosa s'intende con l'acronimo REMS, quando sono state istituite e chi accolgono?

22. Il candidato descriva quali sono i sintomi principali dei bambini con ADHD?

23. Il candidato illustri le funzioni del Centro Psico Sociale?

24. Il candidato elenchi alcune tecniche utilizzate nel training di abilità sociali.

25. Il candidato illustri cosa significa promuovere l'empowerment nelle persone.

26. Il candidato elenchi le tappe lineari del modello di progettazione.

1. Il candidato illustri le principali caratteristiche del disturbo borderline di personalità.

2. Il candidato illustri come si inserisce la cura di sé nel percorso formativo dell'Educatore Professionale.

3. Il candidato illustri le attività riabilitative che fanno parte del core competence della professione.

4. Il candidato illustri le azioni utili a favorire il lavoro di gruppo in una équipe multidisciplinare.

5. Il candidato illustri le attività di pianificazione dell'intervento educativo rivolta alla persona e alla comunità-gruppi.

6. Il candidato illustri perché occorre che l'educatore professionale trovi e dimostri i risultati del proprio lavoro.

7. Il candidato argomenti cosa si intende, all'interno della documentazione professionale, per relazione educativa.

8. Il candidato illustri nella risoluzione di un problema di qualunque natura, i passi del piano di lavoro per attuare il processo di problem solving.

9. Il candidato illustri l'orientamento alla pianificazione educativa in un'ottica recovery oriented.

10. Il candidato descriva alcune strategie per favore la generalizzazione di un apprendimento, cioè l'abilità di applicare un comportamento appreso in una situazione ad un'altra situazione in modo indipendente

11. Il candidato illustri in cosa consiste il programma UNPLUGGED di Regione Lombardia.

1. Social education is based on the UN Universal Declaration of Human Rights and Convention on the Rights of the Child and presupposes a fundamental understanding of the integrity and value of each single human being, irrespective of race, gender, age, beliefs and social, economical and intellectual status in society.

2. Social education deals with excluded and marginalised people of all ages – from children to the elderly. Social educational work is the answer to many of the community's integration problems – particularly those arising from social and educational situations of need.

3. This is done in a special way, meaning that the contents and character change according to the social, cultural and educational situations of need created by the community. Social educators work with children, adolescents and people with disabilities. They also work with adults – especially those at particular risk: the mentally disordered, alcohol or drug abusers, homeless people, etc.

4. Social educational work is understood as a process of social actions in relation to individuals and various groups of individuals. The methods are multidimensional and include: care, education, intervention, treatment, protection, advocacy, development of non-exclusive life space treatment, etc. The goal is to achieve full sociability and active citizenship for all. A fundamental perspective in social educational work is solidarity with vulnerable and marginalised groups.

5. Social education is a profession characterised by great dynamics and adaptability. The profession is determined by a variety of humanistic values and its practice is based on a range of relevant social science disciplines such as pedagogical theory, developmental psychology, social psychology, ethics, anthropology, cultural sociology, criminology and sociology.

6. In general terms, there are multiple methods of social education and these can be described as efforts that combine the needs of the target groups with the purpose of the social educational work. The educational perspective focuses on the user and addresses values such as democratisation, participation in communities and autonomy.

7. The goal is an empowered person who is capable of understanding and acting in the community using their own insight, knowledge and skills. However, a common feature of social education is that the interpersonal process is the essential tool. In principle, the tools of the social educator are their own body and mind. This puts substantial demands on the social educators to be able to define content, relationships, dynamics and intervention methods.

8. Social educators should be trained professionals who assist the individual person in fulfilling and meeting his or her needs and goals. This implies for instance: • Helping a person develop to such an extent that they become able to solve their own or shared problems • Enhancing the individual's self-determination and ability to adapt and develop.

9. Social educational work involves intervention in other people's conditions of life and requires a solid basic education as well as training in order to carry out this task in a professional and appropriate manner. The training models are based on cultural traditions in every part of the world and can change from one culture to another.

10. Holistic approach: A social educator sees the whole person. It demands a certain professionalism and insight to see behind the diagnosis, disability, etc. and make the change happen in cooperation with the individual. Social educators are trained to observe the individual and reflect on their own practice and the context.

11. Empowerment: Social educators believe in the individual's potential for development. They look at resources instead of obstacles and thereby co-create a new experience, narrative and understanding of the individual's opportunities.

12. Cooperation: Social educators work closely with other professions, e.g. social workers, occupational therapists, nurses, teachers. Social educators are good at interdisciplinary work and contribute constructively to work communities. Social educators ensure a holistic approach with the individual at the centre.

13. The relationship with the person who needs support is central to the work of all social educators. The personal side is about being able to work professionally on relationships. It is the tool that helps the child/youth/adult connect. It is this connection that allows the social educator to intervene and bring about change in another person's life.

14. Most social education work is dependent on a collaboration with a number of involved parties: the child, youth, adult, colleagues, users, parents, relatives and other professional groups and authorities.

15. In relation to the child, adult, parents and/or relatives, the social educator must master special communicative competences theoretically as well as practically and methodologically. The communication must also be targeted at the receivers' social codes, language, etc. The social educator should be able to counsel and guide parents and relatives.

16. Social and communicative competences include: • Working in interdisciplinary teams on a wide range of tasks and having knowledge of group dynamics • Knowing about other professions, their professional terminology and ethics • Collaborating with parents and relatives • Using methods for interdisciplinary collaboration • Communicating at many levels and mastering various communication tools

17. The Social Health Educator is a figure defined in Italian law, with a health and social profile, who operates in educational and rehabilitation fields. The definition of professional skills is useful for guiding professionals, for recipients of care services, for stakeholders and for programmers of economic and staff resources.

18. The words Rehabilitation and Vulnerable are explained by the main international reference documents, within the Italian dictionary and by some technical-scientific thesaurus. The skills, working activities and professional tasks of the professional Social Health Educator are explained in relation to rehabilitation and with a reference to the development of the related professional profile.

19. Widely analyzed: the research question (PICO), applied corrections, consulted databases through which the works to be investigated have been selected. While focusing on the lexicon and vocabulary, it is possible to deliver an outcome of the research work carried out, stepping forward in order to conduct further research within the professional branch.

20. International literature has been taken in consideration for each of the six areas of intervention of the Social Health educator: Disability, Psychic distress, Pathological addictions, Minors and discomfort, Adults in difficulty, Elderly and non-self-sufficient. Works issued in Italy and regu-latory references on social rehabilitation are analyzed. For each of the selected works, scientific evidence of the methods and activities is reported, as well as the weaknesses.

21. Evidence of effectiveness is reported in the use of Individual Placement Support Employment, as a methodology for job placement of vulner-able people. The strong indication to invest in strengthening the "Activity Daily Living" which is about supporting the process of participation in daily life and in contrasting isolation, helping people to choose, to take positive risks, to actively participate in defining

their own life projects; the marginality of social rehabilitation and also the positive signs that encourage research in this sector.

22. Useful indications and elective interventions come out for the Social Health Educator who are already present or who may take part in activities and work methods. The results of the studies examined generally attest the weak evidence of effectiveness of educational and social interven-tions aimed at vulnerable populations with some exceptions of medium quality. The development of research in the field of Social Health education is a necessity and at the same time a challenge for the related professional figure.

23. This contribution aims to investigate the possible scenarios of the professional figure of the educator in Italy, in the aftermath of the promulgation of the 205/2017 law which establishes duties and safeguards from a jurisprudential point of view. The educational practice, therefore, is a fact that is increasingly an educational problem that becomes increasingly responsible in a liquid society, governed by nebulous interests and passions, and devastated by the pandemic caused by Covid-19. The contribution of pedagogical research, in this sense, starting from the premises of a good educator, tries to lay the foundations for a new educational challenge.

24. Characteristics of Autism Can Include:

   trouble using and understanding language or certain aspects of language such as sarcasm, expressions, and body language.
   difficulty taking in sensory input in an ordinary way. For example, a vacuum cleaner may sound overly loud, a smell may be extra strong, or the feel of something may be extra itchy.
   a need for a particular routine so they know what to expect as they can become frustrated when things don't go the way they had expected.

25. Characteristics of Autism Can Include:

   trouble recognizing another person's opinion or understanding another person's feelings.
   difficulty working on or participating in activities with no clear ending (e.g., an open ended writing activity, a class lecture)

26. Characteristics of Autism Can Include:difficulty switching from one activity to another, especially if they have to switch from something enjoyable to something not enjoyable (I think everyone can relate to that). difficulty organizing themselves in productive play when not directed or given specific instructions.

1.Children with ASD need structure and routine. Structure and routine to a child with ASD is like glasses for a child who has a visual impairment or a hearing aid for a child with a hearing impairment. It's that important. The more organized and structured the environment and consistent the teaching style, the better.

2.Structure "time" for the child with ASD. A daily schedule is one tool for structuring "time" for the child with ASD. You may have your daily schedule posted on the board, but typically this is just not enough for the child with ASD. Most children will require a personal interactive daily schedule which is often more detailed. Mini-schedules for specific time periods are often needed.

3.Structure "space" for the child with ASD. Children with ASD benefit from clearly defined boundaries for specific areas of the classroom. Use of furniture to define areas or tape on the floor is often helpful. The student's work area should also be organized. Having a folder for work "to do" and "done" can be useful.

4.Children with ASD have difficulty reading social cues. Children with ASD have significant difficulty understanding social cues. They have a difficult time taking on the perspective of another person. They may not understand how their comments or actions affects another person's feelings. Social skills such as using social greetings, turn taking, and sharing are all skills that likely need to be taught directly.

5.Raising a child with ADHD isn't like traditional childrearing. Normal rule-making and household routines can become almost impossible, depending on the type and severity of your child's symptoms, so you'll need to adopt different approaches. It can become frustrating to cope with some of the behaviours which result from your child's ADHD, but there are ways to make life easier.

6.Parents must accept the fact that children with ADHD have functionally different brains from those of other children. While children with ADHD can still learn what is acceptable and what isn't, their disorder does make them more prone to impulsive behaviour.

7.Fostering the development of a child with ADHD means that you will have to modify your behaviour and learn to manage the behaviour of your child. Medication may be the first step in your child's treatment. Behavioural techniques for managing a child's ADHD symptoms must always be in place.

8.There are two basic principles of behaviour management therapy. The first is encouraging and rewarding good behaviour (positive reinforcement). The second is removing rewards by following bad behaviour with appropriate consequences, leading to the extinguishing of bad behaviour (punishment, in behaviourist terms). You teach your child to understand that actions have consequences by establishing rules and clear outcomes for following or disobeying these rules. These principles must be followed in every area of a child's life. That means at home, in the classroom, and in the social arena.

9.There have been several studies that suggest there is a direct link between having ADHD and falling victim to substance use disorder (SUD). One study that focused specifically on the link between ADHD and future substance abuse issues in teenagers established that enduring ADHD as a child or adolescent may be as substantial an indicator for future addiction issues as being genetically prone to diseases like alcoholism.

10.Comorbidity or co-occurrence happens when multiple mental conditions are present in the brain at the same time. One can cause another, and they can each work to fuel the other. For example, someone diagnosed with ADHD may develop anxiety as a result of feeling pressure to keep up with peers who are not afflicted by ADHD in school or the workplace. High stress can lead to an increased risk of substance abuse, therefore creating a direct link between it and ADHD.

11.'Recovery' here refers to the process whereby a person recovers from a mental illness by regaining control over their life and being included in society. This approach reflects the view that people suffering with a mental health condition should not be seen as chronically ill. It is a philosophy or mind-set that is based on the belief that everyone can recover.

DOMANDE DI INFORMATICA:

1. Cosa significa l'acronimo PEC?
2. Quali file hanno come estensione "xls"?
3. E possibile inserire tabelle nei documenti Word?

4. Come si chiama loperazione che permette di scaricare un file da un sito internet sul proprio personal computer?
5. Quale rischio si corre nell'aprile un allegato di posta elettronica?
6. Cos'e lo SPID?
7. Nel programma microsoft work il simbolo del floppy in alto a sinistra serve a?
8. Come deve essere costruita una password per essere efficace?
9. Quale non è l'estensione di un file di Microsoft Word?
10. Dove si trova il comando per riavviare il sistema operativo windows?
11. E' possibile installare lo stesso software su più computer?
12. Uno scanner serve per?
13. Il software antivirus necessita di aggiornamenti?
14. Quale può essere un veicolo di virus? (software o hardware)
15. In generale è possibile recuperare anche i file cancellati dal Cestino?
16. La cancellazione dei file equivale alla rimozione effettiva di essi dal computer?
17. Un messaggio di PEC (Posta Elettronica Certificata) può essere inviato ad una casella di posta elettronica ordinaria (non PEC)?
18. il backup dei dati permette di...?
19. Microsoft Word è?
20. Microsoft Excel è?
21. Microsoft Power Point è?
22. Cos'e' un file con estensione "txt"?
23. Cosa significa l'acronimo "CPU" e qual è il suo ruolo in un computer?
24. Spiega la differenza tra "software" e hardware" in un computer?
25. Cosa sono le "password complesse" e perché sono importanti per la sicurezza informatica?
26. Qual è il ruolo di un sistema operativo in un computer e menziona almeno un esempio di sistema operativo.

- 1.cosa significa "virus informatico" e come possono influire sui computer in un contesto sanitario?
- 2.che cos'è una "cartella" o directory" in un sistema operativo e quale scopo ha nell'organizzazione dei file?
- 3. cosa significa "backup dei dati" e perché è essenziale per garantire la continuità delle operazioni un'organizzazione sanitaria?
- 4. cos'è un "broser web" e come può essere utilizzato per accedere a informazioni mediche online?
- 5. descrivi brevemente il concetto di "condivisione di file" e spiega perché è importante controllare l'accesso ai documenti sensibili nel settore sanitario.
- 6. cosa significa "RAM" in informatica?
- 7. la funzione di "copia" e "incolla" in un file di word è possibile realizzarla in quale modo?
- 8. un file in formato "pdf" è modificabile? Se si, in che modo?
- 9. che cosa è una casella di posta aziendale?
- 10. la funzione di stampa è possibile solamente se la stampante è collegata al PC tramite un cavo di rete?
- 11. quale è la funzione di un motore di ricerca?