

## SYLLABUS DEL CORSO

### **General Psychology II**

**2122-1-H4102D005-H4102D016M**

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#### **Aims**

To develop the ability to recognize and distinguish relational elements in doctor-patient interactions.

To become aware of the personal mechanisms of relational functioning.

At the end of the course the student must be able to:

provide a definition of emotional regulation; describe the modal model of emotion regulation and its phases; provide professional examples of the use of different strategies; describe the main features of the basic emotions approach and the conceptual act model; Knowing how to describe the concept of "difficult patient" in terms of the narrative of the patient

#### **Contents**

The difficult patient and personal narrative; Emotions and emotion regulation in the professional field

#### **Detailed program**

The difficult patient and personal narrative.

Process model of emotion regulation; definition of emotion regulation; the five phases of the modal model; clinical examples of use of emotion regulation strategies; model of basic emotions and conceptual act model

## **Prerequisites**

## **Teaching form**

Lectures, reflective activities in small groups starting from stimuli defined by the teacher (questionnaires, open questions, articles).

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## **Textbook and teaching resource**

Gross J. (2015). Emotion regulation: current status and future prospects. *Psychological Inquiry*, 26, 1-26

Lindquist K.A. (2013). Emotions Emerge from More Basic Psychological Ingredients: A Modern Psychological Constructionist Model. *Emotion Review*, 5, 4, 356–368

## **Semester**

## **Assessment method**

The final test measures the level of knowledge, the level of inductive and deductive reasoning, and problem solving ability.

It includes discussion of problems, analysis of clinical cases and open conceptual questions.

## **Office hours**

by appointment: [marco.bani1@unimib.it](mailto:marco.bani1@unimib.it)

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