UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Models and Techniques of Interventions

2122-2-F5104P020

Learning area

METHODS AND TECHNIQUES FOR TREATMENT AND REHABILITATION

Learning objectives

Knowledge and understanding

- Second and third wave cognitive-behavioral models and methods for brief intervention.
- Theoretical basis, technical aspects, effectiveness and fields of application of different strategies of intervention.

Applying knowledge and understanding

- Promoting clinical competence.
- Correct use of the intervention techniques in the treatment of psychological distress in its different forms.

Contents

Recent cognitive-behavioral and integrative “third wave” models for brief intervention will be presented and discussed. The aim of the course is to promote the clinical skills of the students and their ability to use flexibly a series of strategies of intervention for treating psychological distress in its different forms. The second part of the course will be focused on the treatment of anxiety disorders and personality disorders.

Detailed program

- Cognitive-behavioral approach: definition and differences with other approaches.
- Rational Emotive Behavioral Therapy - REBT (Ellis).
- Cognitive Behavioral Therapy - CBT (Beck).
- Metacognitive and mindfulness-based interventions.
- Strategies of intervention for anxiety, depression and obsessive disorders.
- Strategies of intervention for personality disorders.

Prerequisites

A good knowledge of the basis of Psychodynamic and Clinical Psychology and Psychopathology enables a more aware use of the course contents.

Teaching methods

In addition to classroom lectures, part of the teaching will take place through the discussion of scientific articles, case studies, and exercises and discussions on the course topics.
The material (slides and, when possible, scientific articles) is made available on the e-learning site of the course, so that it can also be used by non-attending students.

Teaching activities will be delivered in-person unless otherwise specified (due to the protracted COVID-19 emergency).

Assessment methods

The exam is written, and includes 20 multiple choice questions (maximum score 20) and the discussion of a clinical case (maximum score 10 plus an eventual bonus). The final score is given by the sum of the two tests.

The questions are intended to ascertain the effective learning of both theoretical knowledge and practical-clinical skills related to different techniques of intervention.

The evaluation criteria are: the correctness of the answers and the ability to apply the learned techniques to the reading and discussion of the clinical case.

For those students who request it, an oral interview is also provided, on all the topics of the course, which can lead to an increase or decrease of up to 2 points compared to the score of the written exam.

No “in itinere” examinations are scheduled.

Textbooks and Reading Materials

In addition to the slides and material presented in class and uploaded to the E-learning site, the exam will focus on the study of the following texts (limited to the chapters indicated):

1. DiGiuseppe, R.A., Doyle, K.A., Dryden, & W., Backx, W. (2014). Manuale di terapia razionale emotiva comportamentale (Italian Ed.: G.M. Ruggiero & D. Sarracino). Milano: Raffaello Cortina 2014. Chapters 3, 4, 7, 8, 9, 10, 11, 12, 16.

2. Beck, J. (2011). La terapia cognitivo-comportamentale (Ed. italiana a cura di A. Montano). Roma: Astrolabio 2013. Chapters 3, 9, 11, 12, 14, 17.

3. Beck, A.T., Davis, D.D., & Freeman, A. (2015) (a cura di). Terapia cognitiva dei disturbi di personalità (Italian Ed.: D. Sarracino, G. Caselli, G.M. Ru.ggiero & S. Sassaroli). Milano: Raffaello Cortina 2021. Capitoli 2, 5, 8, 9, 10, 14, 17, 20