UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychodiagnostic Assessment

2122-2-F5104P033

Learning area

1: Psychological functioning: models and methods for assessment

Learning objectives

Knowledge and understanding

· Characteristics of case formulation in developmental age

· Assessment instruments for children and adolescents

Applying knowledge and understanding

· Children and Adolescent Assessment: Setting and steps

· Administering story telling tools

. Coding of Roberts-2

Contents

The purpose of this laboratory is several-fold. It reinforces the basic skills critical to set up a diagnostic process in

the developmental age. Moreover, the laboratory will allow you to understand deeply the diagnostic process. The diagnostic process with children and adolescents raises issues about the specific setting, the relational aptitude and the choice of assessment tools for a developmental diagnosis, commonly defined as a states diagnosis and not yet as a traits diagnosis.

Detailed program

- Theory and technique behind the diagnostic setting with children and adolescents: the consulting room and the rules of play.

- The diagnostic tools: observation of the individual and of the family, children’s drawing, children’s play.

- Roberts-2: a story telling test for subjects from 6 to 18 years old. It provides a series of 16 pictures depicting social situations that are part of children’s and adolescents’ everyday experience. Children and adolescents are required to tell a story starting from pictures. Roberts-2 presents a standardized scoring system, organized in clinical and evolutionary scales that, when properly interpreted, are used to assess the child's personality through the measurement of its performance (problem solving strategies and decision making) in complex tasks.

Prerequisites

Skills related to clinical psychology (assessment, psychodynamic psychiatry, clinical reasoning).

Teaching methods

The lectures will provide theoretical and technical explanations of the assessment process. Clinical cases will be referred as practical examples as well as a study of the diagnostic functioning in developmental age. The administration and coding training on Roberts-2 will improve technical competence in psychodiagnostic techniques. The course’s slides will be shared before the lesson, in order to facilitate the students comprehension of the lesson.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

Students must attend at least 70% of the lessons to get the necessary credits.

Textbooks and Reading Materials

Ammanniti M., (2001). Manuale di Psicopatologia dell'infanzia". Raffaello Cortina Editore

Ammanniti M., (2002). Manuale di Psicopatologia dell'adolescenza". Raffaello Cortina Editore

Kernberg P.F, Weiner A.S., Bardenstein K.K, (2000) “I disturbi di personalità nei bambini e negli adolescenti” Tr. It. Giovanni Fioriti Editore, Roma 2001

Lingiardi V., McWiliamns N. (2018). "PDM-2. Manuale diagnostico psicodinamico”. Raffaello Cortina Editore

Lingiardi V., McWiliamns N., Speranza A.M., (2020). "Manuale diagnostico psicodinamico. PDM-2 0/18 - Infanzia e adolescenza”. Raffaello Cortina Editore

Parolin, L., Locati F., De Carli P. (2014) “Il test di Roberts-2”. Hogrefe Editore

Speranza A. M., Williams R. (2009). “Fare diagnosi nell’infanzia e nell’adolescenza”. In “La Diagnosi in psicologia clinica”. Raffaello Cortina Editore