



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia Clinica

2223-1-K0101D006-K0101D023M

Aims

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; know how to describe the features of effective feedback; knowing how to apply the basic concepts of the motivational interview; know how to recognize the phases of the motivational interview in a simulated or real interview; knowing how to apply the Transtheretical Model of Change to professional situations

Contents

Emotions and emotion regulation in the professional field;

Giving and receiving feedback in the clinical setting;

The motivational Interview

The Transtheretical Model of Change

Detailed program

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; how to provide feedback in an effective and productive way; how to use feedback in an effective and productive way; the

basic principles and techniques of the motivational interview; steps of the transtheoretical model of change

Prerequisites

Teaching form

frontal lessons, works in small groups, role play

Lessons will be provided in person.

Textbook and teaching resource

Rezzonico G., De Marco I., *Lavorare con le emozioni nell'approccio costruttivista*, Torino, Bollati Boringhieri (2012)

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

Ramani S., Krackov S.K. (2012). Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher*, 34, 10, 787-791

Van Der Leeuw R., Slootweg I.A. (2012). Twelve tips for making the best use of feedback. *Medical Teacher*, 35, 5, 348-351

Marla A. Corwin (2018). *Motivational Interviewing and HIV: A Guide for Navigators*, NMAC

Some suggested supplementary material will be uploaded on the e-learning platform

Semester

second semester

Assessment method

oral exam on the topics presented at lesson; the final grade is given by the average of the three modules

Office hours

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Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY
