UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Psychology II

2324-1-H4102D005-H4102D016M

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).

Lessons in attendance, subject to any ministerial changes following the COVID pandemic situation

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

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Sustainable Development Goals

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