



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Psicologia Clinica

2324-1-K0101D006-K0101D023M

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#### 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**

by appointment: marco.bani1@unimib.it

## **Sustainable Development Goals**

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

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