UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychodiagnostic Assessment

2324-2-F5104P033

Learning area

ATYPICAL DEVELOPMENT

Learning objectives

Knowledge and understanding

- Characteristics of case formulation in developmental age
- Adolescent and Infancy Personality Disorders according to the Psychodynamic Diagnostic Manual-2 (PDM-2).
- From the assessment to treatment: therapeutic planning and goals
- Clinical and forensic interventions in developmental age

Applying knowledge and understanding

- Children and Adolescent Assessment: Setting and steps
- Psychopathological personality functioning in young children
- clinical reasoning: the complexity of clinical and forensic interventions in developmental age

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. It approaches different psychopathological personalities functioning. It gives students the theoretical basis for clinical reasoning on therapeutic planning and goals.

Detailed program

- Theory and technique behind the diagnostic setting with children and adolescents: the consulting room and the rules of play
- How to make a diagnosis in the developmental age: the classificatory systems DSM-PC and PDM-2.
- Indications for therapy and treatment goals
- Planning the clinical treatment

-Planning the forensic treatment

Prerequisites

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

Teaching methods

The lectures will provide theoretical and technical explanations of the diagnostic and therapeutic process. Clinical cases will be referred as practical examples as well as micro and macro studies of the diagnostic function and the childhood intervene technics. The clinical pictures will be presented to the students and a personal reflection and discussion are followed, in case there will be present students with oral expressions difficulties, the discussion could also be a written one.

Assessment methods

Students must attend at least 70% of the lessons to get the necessary credits. The final examination consists of an oral presentation, of which contents will contain both the diagnostic theme as the treatment, in any case, will be agreed directly with the professor during the first lesson. the final working process will be handled in a small group: each group will have a task to profound in a more specific way the arguments that were handled during the laboratory and coherent with the program.
Questions will be made to the group by both the colleagues and the professor in order to verify and appreciate that the profound work has presented an improvement of the reflexive capacity in the theme in question.

Textbooks and Reading Materials

· Fonagy P., Target M. (2005). “Psicopatologia evolutiva. Le teorie psicoanalitiche”. 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

· Parolin L. , Locati. F (2020). "Trattamento basato sulla mentalizzazione per bambini (MBT-C). Un approccio time-limited". Raffaello Cortina Editore

· Scheeringa, M.S. (2017*). Curare il PTSD in età prescolare. Una guida clinica*. Edizione italiana a cura di Locati, F., Valadè, S. Hogrefe Editore: Firenze.

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

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING