



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Psicologia Clinica

2425-1-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**

None

## **Teaching form**

The course is structured into four 4-hour lessons, with a frontal lecture in the first part. The subsequent part aims to involve students interactively through group discussions of professional situations, small group work, and role playing activities. All activities are carried out 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  
In-depth and supplementary materials will be uploaded to the module's e-learning page (including videos, PDF documents, and presentations used in lessons).

## **Semester**

second semester

## **Assessment method**

The assessment will be based on an oral exam on the topics covered in class with deductive and inductive questions and reasoning on professional situations.  
The score will contribute to the overall evaluation of the integrated course.

## **Office hours**

by appointment: [marco.bani1@unimib.it](mailto:marco.bani1@unimib.it)  
online or in presence (Building U38, 5° floor, room 5041)

## **Sustainable Development Goals**

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

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