UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical of Adolescence and Young Adulthood

2425-1-F5107P008-F5107P009M

Learning area

1: PSYCHOLOGICAL FUNCTIONING: MODELS AND METHODS FOR ASSESSMENT

Learning objectives

Knowledge and understanding

- Developmentally informed theories on adolescence and young adulthood in a psychoanalytic and lifespan psychological perspective.
- Models of assessment and psychotherapy for adolescents and young adults.

Applying knowledge and understanding

- Applying developmental theories on adolescence and young adulthood.
- Review of models of intervention in diverse settings (school, psychosocial services, university).
- Adolescent and young adult assessment and treatment in a developmental perspective.

Contents

- Introduction to the specific features of the developmental tasks of adolescence and young adulthood in a psychodynamic perspective.
- Review and study of the clinical approaches to adolescent and young adult assessment and psychotherapy focusing on diverse settings and psychological issues.

Detailed program

- The developmental tasks of adolescence and young adulthood.
- Introduction to the classic and the most recent theories and research studies on psychodynamic and developmental perspectives.
- Developmental trajectories of adolescents and young adults in relation to their environment (e.g. family, friends).
- Developmental crisis and psychological troubles in adolescence and young adulthood, with a focus on the difference between “new normative behaviours” and “new forms of psychopathology”. The most challenging issues of our time concerning adolescence (social overexposure, social withdrawal, internet addiction, attempted suicide, bullying, cyberbullying, online sexual behaviours).
- Developmental arrest and assessment in adolescence and young adulthood.
- Theory and practice of the assessment of adolescents, young adults and their parents in various settings.

Prerequisites

Basic knowledge of developmental and psychodynamic psychology.

Teaching methods

In addition to in-class lectures, part of the teaching will take place through the presentation and discussion of case studies and interaction with students.
Approximately: Didactic Teaching (70%), Interactive Teaching (30%).
Didactic Teaching: in-class lectures.
Interactive Teaching: presentation and discussion of case studies and interaction with students.

No remote hours provided.

The slides will be available on the e-learning site of the course.

Assessment methods

The verification of learning will be carried out through an oral examination aimed at verifying the specific knowledge of the main theoretical and clinical aspects of the course.

The answers to each question will be evaluated in terms of correctness of the answers, argumentative capacity, synthesis, ability to form links among the different areas.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

Lancini M., Madeddu F. (2014). Giovane adulto. La terza nascita. Raffaello Cortina (introduzione e cap.: 1,2,4,5,6,7).
Lancini M. (2019). Il ritiro sociale negli adolescenti. La solitudine di una generazione iperconnessa. Raffaello Cortina.
Lancini M., Cirillo L., Scodeggio T., Zanella T. (2020). L'adolescente. Psicopatologia e psicoterapia evolutiva. Raffaello Cortina.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING