



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Psicologia Clinica dello Sviluppo

2425-2-F5103P094

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#### Learning area

Atypical development

#### Learning objectives

##### *Knowledge and understanding*

- Knowledge of psychological and clinical interventions during development
- Techniques and methods of treatment of the main disorders that occur during childhood and adolescence

##### *Applying knowledge and understanding*

- Ability to identify the most appropriate psychological interventions in the developmental clinical psychology field
- Ability to pay attention to relational contexts (e.g., family, school) in the definition of a developmental psychological intervention

#### Contents

In the perspective of Developmental Psychopathology, the two models will present the theoretical frames and the clinic methodology for assessment and therapy of relational disorders in children and adolescents following the psychoanalytic approach (Model I) and the cognitive-costructivistic approach (Model II). Students will be able to reflect critically on similarities, differences and the specificity of the two theoretical and clinic approaches.

## Detailed program

### MODULE 1

- Fundamentals of clinical evaluation and psychoanalytic psychotherapy in developmental age: psychosexual and relational development, structuring character of the oedipal relationship with parents, defense mechanisms in symptom formation, analysis of object relations and the family context, transfert, dreams and the method of free associations. These concepts will be explored in depth through the analysis of the following Freudian works: (1905) "Fragment of an analysis of hysteria (Clinical case of Dora)", (1908) "Analysis of the phobia of a five-year-old child (Clinical case of the little Hans)".
- Observational and assessment methodology and tools in clinic work with children and adolescents: Blacky Pictures Test, Winnicott's "squiggles" technique, mediation groups, Kernberg's structural interview and consultation.
- Assessment and intervention aimed at the parental couple in parallel with psychoanalytic psychotherapy of the childhood and adolescent: transgenerational themes and parental release.
- Psychoanalysis extension to groups and treatment in institutional contexts (W. R. Bion), with particular reference to interventions in schools using mediation groups within the dysfunctional dynamics of juvenile violence, bullying and cyberbullying.

### MODULE 2

- Clinical assessment procedures and tools used with children and their families: standardized scales (CBCL, Conners, Y-BOCS, ...), diagnostic interviews (Dawba, K-sads)
- Diagnoses in developmental age, including both descriptive and explanatory approaches, and an analysis of the symptoms according to their functional significance.
- Clinical applications of the model are presented to disorders associated with internalizing and externalizing psychopathologies in childhood and adolescence, including anxiety disorders, conduct disorders, oppositional defiant disorder, and depression. Among the main intervention models of cognitive constructivist and cognitive behavioral nature, special attention will be paid to parent training and teacher training interventions as well as manualized intervention models (for example, Coping Power Program, Circle of Security) .

## Prerequisites

Knowledge of Developmental Psychology

A general knowledge of diagnostic systems (DSM-5, PDM).

Students lacking such basic knowledge are encouraged to ask for a list of basic references.

## Teaching methods

### MODULE 1

Teaching based on different methods, entirely in presence and in Italian: the first part of each lesson (exposition of concepts) via frontal teaching, the second part via interactive teaching:

-two lessons of 2 hours via frontal teaching (exposition of concepts);

-four lessons of 4 hours, in the initial part via frontal teaching (exposition of concepts and clinical cases) with the aim of then involving students in an interactive way in the subsequent part through the methodology of experiential training groups;

-three 2-hours lessons in the initial part via frontal teaching (exposition of concepts) with the aim of then involving students in an interactive way in the subsequent part through the methodology of experiential training groups with discussion of the results;  
-one 2-hours practice lesson.

#### **MODULE 2**

Lessons will be held in person and in Italian. A variety of teaching methods will be used in each lesson, including explanations in front of the class and discussion in groups. Exercises will be planned.

Teaching materials will be available on the Course's e-learning page for non-attendees to access.

### **Assessment methods**

The examination is oral.

Evaluation criteria are the correctness of the answers, the ability to argue, synthesize, create links, and critically reflect on the topics presented in the lessons.

### **Textbooks and Reading Materials**

Detailed information about references will be published on the e-learning page of this course.

### **Sustainable Development Goals**

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

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