UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Psychology II

2425-1-H4102D005-H4102D016M

Aims

To develop the ability to recognize and distinguish relational elements in doctor-patient interactions.
To become aware of the personal mechanisms of relational functioning.
To know the main mechanisms of prejudice (gender, sexual orientation, culture) in healthcare

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; Knowing how to describe the concept of "difficult patient" in terms of the narrative of the patient; being able to describe the role of language in the perception of reality

Contents

The difficult patient and personal narrative; Emotions and emotion regulation in the professional field

Detailed program

The difficult patient and personal narrative.
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

Prerequisites

Teaching form

The course is structured into five 2-hour lessons, with a frontal lecture in the first part. The subsequent part aims to involve students interactively through group discussions of professional situations, the compilation of questionnaires to reflect on one's professional approach (using wooclap), and small group work. All activities are carried out in person.

Textbook and teaching resource

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

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

first year - first semester

Assessment method

The final test measures the level of knowledge, the level of inductive and deductive reasoning, and problem solving ability.

It includes discussion of problems, analysis of clinical cases and open conceptual questions.

The score will contribute to the overall evaluation of the integrated course

Office hours

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online or in presence (Building U38, 5° floor, room 5041)

Sustainable Development Goals

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