UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychological Distress and Counselling for Adolescents and Young Adults

2526-1-F5113P029

Learning area

Atypical development

Learning objectives

Knowledge and understanding

- Developmental tasks and conflicts of adolescents and young adults
- New forms of distress in adolescence
- New forms of distress in young adults
- Methods of consultation with adolescents, parents and young adults
- Deontological aspects and limits of intervention in consultation with adolescents, parents and young adults

Applying knowledge and understanding

- Formulation of the developmental assessment and framing of psychological distress in adolescents and young adults
- Knowledge of the main forms of malaise in adolescents and young adults (eating disorders, body attacks and suicidality, school and university blockage, depression, deviance, social withdrawal, internet addiction)
- Psychological consultation with parents and support for the maternal and paternal role
- Analysis and redefinition of the demand, formulation of the therapeutic project and construction of the support network

Making judgements

- Acquiring the ability to make autonomous and critical judgements when assessing situations involving individuals, groups and intervention plans, while also taking into account the professional ethics principles formulated by the Order of Psychologists

Communication skills

- Acquiring communication skills that enable one to interact effectively with the people, groups and institutions involved, directly or indirectly, in one's professional activities, in order to facilitate teamwork, intervene effectively within the service network, and clearly communicate one's specific psychological contribution
- Strengthening communication skills to enable effective interaction with parents, teachers, children and adolescents during counselling and psychological support activities, while taking into account individual differences and contexts
- Promoting communication skills in order to manage psychological refresher and training activities, as well as conducting meetings effectively with groups of parents, educators and teachers

Learning skills

- Promoting the ability to update one's knowledge by learning autonomously and critically about the latest national and international scientific research in relevant disciplines, with regard to content, design and interventions. This also includes the ability to learn from the experience of practitioners, teachers and specialists in the sector or other disciplines

Contents

- Framing the new normalities and new forms of distress of contemporary adolescents and young adults in the light of the new post-narcissistic context
- Presentation of the main expressions of adolescent and young adult distress and the criteria for framing them from an evolutionary perspective
- Presentation of the consultation model with the adolescent and young adult from an evolutionary point of view: from the analysis of the demand and formulation of the evolutionary assessment, to the sending and construction of the network intervention
- Analysis of the main forms of parental dysfunctionality and presentation of the maternal and paternal role support model
- Presentation of deontological aspects and reflection on the limits of intervention in consultation with adolescents, parents and young adults

Detailed program

- The new post-narcissistic context and its effects on the psychological well-being of adolescents and young adults
- Developmental tasks and new forms of distress in adolescence
- Developmental tasks and new forms of distress in young adults
- Consultation with the adolescent, parents and young adult
- Exercise and role playing: drawing up the adolescent's and young adult's evolutionary balance sheet
- Exercise and role playing: the first interview with the parents and the restitution of the evolutionary balance sheet
- Deontological aspects and limits of intervention in consultation with the adolescent, parents and young adult

Prerequisites

Basic knowledge of developmental 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.
The course is held in Italian. No remote hours provided.

Assessment methods

Students are required to attend at least 70% of the total classes amount.
No middle course tests are planned; during the last classes will take place a final exam. The final exams consist of a written test (three open questions about course topics).
The questions are aimed at ascertaining the effective acquisition of both theoretical knowledge and the ability to apply them to the reality.

Textbooks and Reading Materials

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING