UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Assessment and Intervention in Developmental Psychopathology - Turno A

2526-2-F5103P114-TA

Learning area

Models and techniques for assessing psychological functioning

Learning objectives

Knowledge and understanding

- Characteristics of case formulation in developmental age
- Adolescent and Infancy Personality Disorders according to the Psychodynamic Diagnostic Manual-2 (PDM-2).
- From the assessment to treatment: therapeutic planning and goals
- Clinical and forensic interventions in developmental age

Applying knowledge and understanding

- Children and Adolescent Assessment: Setting and steps
- Psychopathological personality functioning in young children
- clinical reasoning: the complexity of clinical and forensic interventions in developmental age

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
- Acquisition of the ability to independently select appropriate assessment tools and intervention procedures

in collaboration with other professionals working in different developmental contexts

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
- Promotion of communication skills for managing psychological training and continuing education activities, and for effectively conducting meetings 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

The purpose of this laboratory is several-fold. It reinforces the basic skills critical to set up a diagnostic process in the developmental age. Moreover, the laboratory will allow you to understand deeply the diagnostic process. The diagnostic process with children and adolescents raises issues about the specific setting, the relational aptitude and the choice of assessment tools for a developmental diagnosis, commonly defined as a states diagnosis and not yet as a traits diagnosis.

Detailed program

- Theory and technique behind the diagnostic setting with children and adolescents: the consulting room and the rules of play.

- The diagnostic tools: observation of the individual and of the family, children’s drawing, children’s play.

- Roberts-2: a story telling test for subjects from 6 to 18 years old. It provides a series of 16 pictures depicting social situations that are part of children’s and adolescents’ everyday experience. Children and adolescents are required to tell a story starting from pictures. Roberts-2 presents a standardized scoring system, organized in clinical and evolutionary scales that, when properly interpreted, are used to assess the child's personality through the measurement of its performance (problem solving strategies and decision making) in complex tasks.

Prerequisites

Skills related to clinical psychology (assessment, psychodynamic psychiatry, clinical reasoning).

Teaching methods

The teaching method is 50% lecture-based and 50% interactive. The lectures will provide theoretical and technical explanations of the assessment process. Clinical cases will be referred as practical examples as well as a study of the diagnostic functioning in developmental age. The administration and coding training on Roberts-2 will improve technical competence in psychodiagnostic techniques.
The course's slides will be shared before the lesson, in order to facilitate the students comprehension of the lesson.
The course is held in presence and in Italian.

Assessment methods

Students must attend at least 70% of the lessons to get the necessary credits.

Textbooks and Reading Materials

Ammanniti M., (2001). Manuale di Psicopatologia dell'infanzia". Raffaello Cortina Editore Ammanniti M., (2002). Manuale di Psicopatologia dell'adolescenza". Raffaello Cortina Editore

Kernberg P.F, Weiner A.S., Bardenstein K.K, (2000) "I disturbi di personalita? nei bambini e negli adolescenti" Tr. It. Giovanni Fioriti Editore, Roma 2001

Lingiardi V., McWiliamns N. (2018). "PDM-2. Manuale diagnostico psicodinamico". Raffaello Cortina Editore

Lingiardi V., McWiliamns N., Speranza A.M., (2020). "Manuale diagnostico psicodinamico. PDM-2 0/18 - Infanzia e adolescenza". Raffaello Cortina Editore

Parolin, L., Locati F., De Carli P. (2014) "Il test di Roberts-2". Hogrefe Editore

Speranza A. M., Williams R. (2009). "Fare diagnosi nell'infanzia e nell'adolescenza". In "La Diagnosi in psicologia clinica". Raffaello Cortina Editore

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING