



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicodinamica dello Sviluppo e delle Relazioni Familiari

2627-3-E2401P030

Learning area

KNOWLEDGE AND SKILLS USEFUL TO UNDERSTAND AND CHANGE THE RELATIONS AMONG INDIVIDUALS AND THE PSYCHOSOCIAL PROCESSES UNDERLYING GROUPS, ORGANIZATIONS AND SOCIAL SYSTEMS

Learning objectives

Knowledge and understanding

- The main theoretical aspects of the systemic-relational model.
- The characteristics of the family structure and diagnosis of a family system.
- The development of social skills, emotional skills in the early stages of the life cycle.
- The role of the family in promoting the social-emotional development of its members.

Applying knowledge and understanding

- Ability to understand on the systemic-relational model (structure and family functioning) in the early stages of the life cycle.
- Ability to understand the risk/protective factors of a family system and in a social context.

**Communication skills*

- Ability to critically analyze theories and models of systemic-relational psychology, evaluating their applicability to different stages of the family life cycle and real intervention contexts. The activities contributing to the development of these skills include presenting to the class in small groups and/or individually the characteristics of the family and family subsystems, based on the theoretical principles of systemic-relational psychology acquired during the training process.

***Making judgements**

- Ability to develop and propose appropriate assessments and interventions regarding family dynamics, considering significant risk and protective factors, as well as evaluation tools. Activities contributing to the development of these skills include individual and small group presentations to the class concerning the functioning of different family configurations, and the writing of reports that involve the application of assessment tools on tailored clinical vignettes.

***Learning skills**

- The course provides solid theoretical skills that enable the development of:
The ability to independently update one's knowledge and skills regarding family dynamics, utilizing appropriate scientific sources and tools for assessing relational processes.
The capacity for self-direction in studying and exploring issues related to risk and protective factors, as well as family functioning in the different stages of the life cycle.

Contents

- The course aims to support the acquisition of knowledge about the family system and its characteristics. A particular attention is given to the theoretical elements that define the structure and functioning of the family in the different stages of the life cycle. In the first part of the course the focus will be on the main theoretical elements of systemic-relational psychology useful to define the normative functioning of the family. In the second part we will focus on the risk and protection factors of the family system and on the assessment tools of relational processes.

Detailed program

- Psychodynamic models of development
- Interpretive systemic-relational model.
- The psychodynamic characteristics of the family in a transgenerational perspective.
- The development of the Self in the family context.
- Stages of development and developmental tasks of the family.
- The main features of the relational interview.
- Instruments for the evaluation of relational processes: genogram, "Family Sculpture" and role-play.

Prerequisites

Nothing specific. A good knowledge of the basis of Psychology enables a more aware use of the course contents.

Teaching methods

All lessons will be held in person.

The lectures (approximately 65%) will be accompanied by guided exercises, individual and in small groups, by

watching movies focused on the characteristics of the family and family subsystems and on particular relational configurations.

These modalities, together with the discussion in the classroom, have the purpose of making the course contents more usable and facilitate the acquisition of specific skills on the family system and on the tools for the evaluation of relational processes.

Most of the material used in the classroom (excluding films) will be made available on the e-learning site of the course.

Assessment methods

The verification of learning will be carried out through a written (required), oral (optional) examination

The written part includes 2 open questions and 15 multiple choice questions (with only one correct answer). The multiple choice questions aim to evaluate extensively the preparation of students, the open questions want to evaluate the ability to critically think and to create connections between the acquired knowledge.

For all the students who will request it, it will be planned also an oral examination, in addition to the written one. The oral examination covers the whole program. In order to access the oral examination, it's necessary have a score of at least 18 in the written part.

No mid-term assessments are scheduled.

The evaluation's requirements are: accuracy of open questions' answers, precision of the contents, logical and formal organization and correct terminology in the answers.

The verification of learning aims to verifying the specific knowledge of the main theoretical aspects of the course. The knowledge about the instruments used in the evaluation of relational processes will be the main subject of evaluation. A specific attention will be given to the knowledge of the technical language, the understanding and the ability to evaluate of the family system in the different phases of the life cycle.

Final assessment is based on the overall score achieved across the different parts of the examination, according to the following grading scale:

- 18: Barely sufficient knowledge of the main theoretical concepts; minimal ability to identify the tools used for assessing relational processes and to describe the family system across the different stages of the family life cycle; basic use of technical terminology.
- 19–22: Sufficient knowledge of the fundamental course contents; ability to identify and apply, albeit with some uncertainty, the tools for assessing relational processes; basic understanding of family dynamics and adequately appropriate use of specialized terminology.
- 23–26: Fair knowledge of the theoretical contents; good ability to use tools for assessing relational processes and to analyze the family system across the different stages of the family life cycle, with some minor inaccuracies; generally appropriate use of technical language.
- 27–30: Solid and in-depth knowledge of the main theoretical concepts; good command of the tools for assessing relational processes; ability to critically analyze the family system across the different stages of the family life cycle; accurate and appropriate use of specialized technical terminology.
- 30 with honors: Comprehensive and in-depth knowledge of all course contents; full mastery of the tools for assessing relational processes and their application to the analysis of the family system across the different stages of the family life cycle; excellent critical thinking and ability to integrate course concepts; rigorous, precise, and highly appropriate use of specialized technical language.

Textbooks and Reading Materials

Andolfi M., (a cura di), (2015), La Terapia familiare multigenerazionale. Strumenti e risorse del terapeuta, Raffaello Cortina, Milano.

Minuchin, S. (1974) Famiglia e terapia della famiglia, Astrolabio, Roma 1976 (capitoli 3, 5, 6, 7, 8).

Bowen, M. (1979), Dalla famiglia all'individuo, Astrolabio, Roma (pp. 1-75).

Andolfi M. (a cura di), (2013) Le parole dei maestri, Franco Angeli, Milano.

Bochicchio V., Scandurra C., (2024) Psicologia dell'identità di genere, Il Mulino, Bologna

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING
