UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Professionalizing Training Activity - AFP1-T1

2627-3-E2401P143-AFP1-T1

Learning area

Knowledge and skills for conducting individual functional assessments, developing functional profiles, and planning targeted interventions across the entire lifespan

Learning objectives

Knowledge and Understanding
Learn the structure, function, and applications of the functional profile in various domains (cognitive, linguistic/communicative, socio-emotional, and personal autonomy) across the entire life span.
Understand the theoretical and methodological foundations of functional assessment in childhood, adulthood, and old age.
Identify the main domains of cognitive functioning (memory, attention, language, executive functions, praxis), as well as social-communicative and adaptive functioning, along with the relevant assessment tools.

Applying Knowledge and Understanding
Select appropriate assessment tools according to the individual's age, context, and intervention goals.
Collect, analyze, and integrate data from tests, observations, interviews, and questionnaires.
Develop a functional profile useful for defining personalized intervention goals.

Making Judgements
Develop critical thinking in the analysis of functional profiles of individuals with different ages, conditions, and diagnoses.
Evaluate the coherence between the tools used, the assessment hypotheses, and the developmental context.

Communication Skills
Communicate the results of functional assessments in a clear, professional, and context-appropriate manner.

Write comprehensive, well-structured, and accessible evaluation reports for different stakeholders (families, colleagues, professionals).
Planned activities: report writing, oral presentations, peer feedback exercises.

Learning Skills
Acquire tools and strategies to continue studying functional assessment independently.
Integrate scientific sources with clinical materials.
Planned activities: guided readings, real-case exercises, critical literature discussions.

Contents

Foundations of cognitive-functional assessment across the different stages of the life cycle.
Data collection methodologies: tests, interviews, observations, questionnaires.
Development of integrated profiles and definition of intervention goals.
Case studies and practical exercises focused on childhood, adolescence, adulthood, and old age.

Detailed program

The course will cover the **theoretical and methodological foundations of cognitive and functional assessment** across the entire life span, from childhood to older adulthood.
Special focus will be given to the concept of the *functional profile* as an integrated tool for describing an individual's cognitive, behavioral, and functional abilities and limitations in relation to their context.

The main **data collection methodologies** will be presented, with particular emphasis on the integration of sources and tools:

- **Standardized neuropsychological tests**, both global and specific, for the assessment of attention, memory, executive functions, language, and visuospatial skills.
- **Clinical interviews** with the individual and caregivers, aimed at gathering anamnestic and behavioral information.
- **Structured and unstructured behavioral observations** in assessment settings.
- **Questionnaires and semi-structured interviews**, with particular focus on functional scales and adaptive domains.

The course will explore the **process of data integration** to build a coherent and clinically meaningful functional profile, which will inform the definition of personalized intervention goals, taking into account age, developmental level, and environmental context.

The **applied component** will include the analysis and discussion of real or simulated clinical cases across different age groups (developmental, adult, and elderly stages), with guided exercises on test administration, data interpretation, and report writing.

Prerequisites

A solid knowledge of cognitive and emotional-motivational processes, as well as their anatomo-functional bases in the intact brain (as covered in the courses Foundations of the Anatomical and Physiological Bases of Mental

Activity, Physiological Psychology, and Developmental Psychology), will enable a more complete and informed understanding of the course content.

Teaching methods

- Interactive lectures
- Practical exercises on clinical cases
- Guided analysis of tests and assessment materials
- Group work, discussions, and simulations
- Use of videos, transcripts, and real assessment tools

Assessment methods

To obtain approval for the activity, students must attend at least 75% of the classes.
Formative assessment will be based on active participation, in-class discussions, and individual contributions to clinical case work.
Final assessment will consist of an individual written assignment on a clinical case, including the development and analysis of various diagnostic hypotheses and the proposal of intervention targets.

Evaluation criteria will include the ability to construct well-founded arguments, synthesize information, and make meaningful connections with the topics covered during the course.

Textbooks and Reading Materials

Vallar, G., Papagno, C. (a cura di), Manuale di neuropsicologia, Terza Edizione. Bologna, Il Mulino, 2018.
Detailed information about additional learning materials will be published on the course’s e-learning page.

Sustainable Development Goals