UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Professionalizing Training Activity - AFP2-T4

2627-3-E2401P143-AFP2-T4

Learning area

Acquisition of knowledge and skills for the analysis and understanding of clinical cases in the field of clinical-dynamic psychology, both from a nosographic-descriptive perspective and through different theoretical and interpretative models.

Learning objectives

• Knowledge and Understanding
By the end of the workshop, students will have acquired in-depth knowledge of descriptive and functional diagnostic models, understanding their specific applications in clinical work. Critical reflection will be encouraged on the interaction between different approaches and the clinical implications of their integration.
• Applying Knowledge and Understanding
Students will be able to apply the acquired knowledge to the analysis of clinical cases, formulating integrated diagnoses (descriptive and functional) consistent with their theoretical model of reference (e.g., personality disorders, couple therapy, sexuality, adult psychopathology). Activities will include group discussions and guided case analysis.
• Making Judgements
The workshop will promote the development of critical and reflective skills, fostering clinical judgment autonomy in case assessment. Participants will be encouraged to justify their diagnostic hypotheses, confront different perspectives, and reflect on the influence of theoretical models. Activities include practical exercises, role-playing, and report writing.
• Communication Skills
The ability to clearly and coherently communicate diagnostic hypotheses, case interpretations, and clinical reasoning will be promoted, both in individual and group settings. Oral and written feedback sessions will be used, with attention to clinically appropriate but accessible language.
• Learning Skills
The workshop will provide theoretical and methodological tools useful for continuing autonomous study and in-

depth understanding of diagnostic models and clinical practice. The reflective and metacognitive structure of the activities will allow students to acquire a transferable working method beyond the workshop.

Contents

The workshop explores descriptive (e.g., DSM-5-TR, ICD-11) and functional (e.g., case formulation, psychodynamic and cognitive-behavioral diagnosis) diagnostic models applied to adult, couple, and adolescent clinical settings. Critical reflection on model integration and their use in various settings (private, counseling, healthcare) will be encouraged. Activities include case analysis, simulations, role-playing, and peer discussion.

Detailed program

The workshop will explore key diagnostic models in clinical psychology, focusing on the integration of descriptive (nosographic) and functional (individual and relational functioning) diagnosis. Topics include:

- Diagnostic models and their role in clinical psychology
- Descriptive diagnosis: criteria, tools, and limitations (DSM-5-TR, ICD-11)
- Functional diagnosis: theoretical models and applications (psychodynamic, systemic-relational, cognitive-behavioral)
- Case formulation: goals, methods, and clinical impact
- Couple therapy and relational diagnosis
  Activities will include analysis of real or simulated clinical cases, group discussions, practical exercises, and written diagnostic hypotheses. Emphasis will be on critical reflection on theoretical models and the development of a personal clinical framework.

Prerequisites

A basic knowledge of main psychological models (psychodynamic, cognitive-behavioral, systemic-relational), as well as descriptive diagnostic criteria, is recommended.

Teaching methods

- Interactive lectures with theoretical discussion
- Small group clinical case analysis
- Simulations (role-playing) and group work
- Guided exercises on case formulation and integrated diagnosis
- Use of clinical materials (transcripts, videos, case vignettes)

Assessment methods

Attendance is mandatory for at least 75% of scheduled hours.

Formative assessment: active participation, individual reflections, and group contributions.

Final assessment: individual written paper on a clinical case (provided or selected), with integrated diagnostic analysis and critical reflection on the model used.

Evaluation criteria include: argumentation skills, theoretical-methodological coherence, clarity, and personal reflection.

Textbooks and Reading Materials

- American Psychiatric Association, *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders – Text Revision*, Raffaello Cortina, 2023.
- Additional materials (articles, case vignettes, worksheets) will be made available on the course e-learning platform.

Sustainable Development Goals