UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Practical Class: Low Intensity Psychological Interventions in Developmental Contexts

2627-2-F5111P027

Learning area

Models and techniques for intervention and rehabilitation

Learning objectives

Knowledge and understanding

- Develop an understanding of assessment methods aimed at evidence-based intervention planning.
- Develop an understanding of low-intensity psychological and psychoeducational intervention models, knowing how to identify commonalities and differences from other intervention models.
- Increase knowledge and understanding of models of applying family-centered care that is sensitive to cultural differences.

Applying knowledge and understanding

- Develop the ability to apply knowledge with respect to issues of acceptability and feasibility of intensive evidence-based models in public health settings.
- Develop the ability to apply knowledge and understanding of the content and intervention methods of the following models: Thinking Healthy, Early Adolescent Skills for Emotions, Problem Management Plus and Caregiver Skills Training
- Begin to develop the ability to apply knowledge and understanding of techniques and skills to be used for effective interaction with families and other professional colleagues

Making judgements

- Through open discussion and confrontation in the classroom during the meetings, the laboratory aims to acquire a critical and autonomous perspective in the analysis of the main theoretical models and empirical evidence concerning low-intensity psychological interventions, fostering the ability to assess independently complex situations and to propose targeted intervention strategies based on the analysis of the specificity of the needs of the recipients

Communication skills

- Ability to critically analyze the techniques of low-intensity psychological interventions and practice communication skills typical of the psychological profession. Activities that contribute to the development of these skills are: exercises, scenario simulations and role play in pairs, small groups and plenary discussions

Learning skills

- The workshop provides theoretical-practical skills to develop the capacity for self-learning in the field of low-intensity psychological interventions and to foster the ability to transfer acquired skills to practical evaluative internship settings. The activities that contribute to the development of these skills are: plenary discussions and in-depth theoretical study with scientific articles and other up-to-date scientific literature, such as WHO guidelines

Contents

The workshop aims to provide the theoretical foundations, methodological principles, and an introduction to the techniques of low-intensity psychological and psychoeducational intervention models. Theoretical and applied material will be presented on the main topics concerning the planning and delivery of psychological and psychoeducational interventions, with reference to issues and problems related to the implementation of evidence-based intervention models in public health settings, from a global perspective and then specifically with reference to the Italian National Health Service.

Detailed program

Several psychological intervention models aligned to the WHO Mental Health Report (2022) will be presented: a model for supporting perinatal depression (Thinking Healthy); a model of support for adults in psychological distress under conditions of adversity (Problem Management plus, PM+); a model of support for internalizing problems in adolescents (Early Adolescent Skills for Emotions, EASE)and a model of support for caregivers of individuals with neurodevelopmental disorder (Caregiver Skills Training, CST). For each model specifically, the main characterizing elements will be discussed in detail, including: the underlying theoretical model; intervention strategies; and delivery characteristics (setting; provider; intensity and duration). Content and application tools of the models will be presented from a skills development perspective for the role of the psychologist in public health services with particular reference to primary care.

Prerequisites

- Knowledge of elements of Clinical Psychology.
- Knowledge of elements of Organization and development of psychological services and care pathways.

Teaching methods

Teaching methods include interactive teaching with observation of videorecorded material, role play and case discussion.

Assessment methods

The 70% of participation is necessary for approval. Assessment of the learning outcomes, needed for course approval, is carried out through group presentations in class and active participation in the teaching activities and their discussion, which allow for the evaluation of the knowledge acquired on low-intensity psychological intervention models, the ability to apply it critically to complex situations, independence of judgment, professional communication skills, and the ability to integrate theory and practice.

Textbooks and Reading Materials

Details about the reading materials will be provided to students on the related e-learning page.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING