UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Interventions for Borderline Personality Organization in Addictive Disorders

2627-2-F5111P016

Learning area

Models and Techniques for Evaluating Psychological Functioning

Learning objectives

Knowledge and Understanding
• General themes and theoretical orientations: addiction, personality organizations
• Advanced aspects of diagnosis
• Aspects related to treatment principles, including residential care in both areas

Ability to Apply Knowledge and Understanding
• Acquisition of principles related to clinical framing and treatment principles
• Critical understanding
• The basics of clinical work in residential care

Making Judgements
Through critical analysis of theoretical-clinical models and empirical materials, the course promotes the development of autonomous evaluation skills in dealing with complex clinical cases related to borderline personality organization and addiction.

Communication Skills
The course supports the enhancement of communication skills through classroom interaction during interactive activities. Students develop the ability to clearly express complex theoretical and practical concepts, to justify clinical decisions, and to communicate effectively with colleagues and other professionals in the field.

Learning Skills
The combination of lectures, interactive sessions, and materials available on the e-learning platform enables students to develop autonomous and flexible learning strategies. This fosters their ability to independently deepen their understanding of the course content.

Contents

The course aims to provide students with advanced skills in clinical diagnosis of pathological conditions belonging to the borderline personality organization and the area of addiction, as well as in their psycodynamically oriented understanding. Additionally, the course will cover topics related to the treatment of specific disorders, with particular reference to contemporary models and the integration of individual approaches and residential care.

Detailed program

- Descriptive (DSM-5) and clinical diagnosis
- Dual diagnosis conditions
- Explanatory theoretical-clinical models
- From diagnosis to treatment
- Individual psychotherapeutic treatments
- Residential care and therapeutic communities
- Evidence-based psychotherapy treatments

Prerequisites

Students should have competencies in the field of Psychopathology (DSM-5 diagnostic criteria), Clinical Psychology, and the main theoretical references related to psychodynamic diagnosis, including historical models. Students who lack these competencies are encouraged to inform the professor (via email or in person) about any deficiencies, in order to agree on a basic reference bibliography.

Teaching methods

The course will involve Classroom lectures (around 70%) and more activity (around 30%) consisting of discussions on clinical and scientific materials, videos, and in-depth analysis related to residential care.

The materials - when possible - will be made available on the course's e-learning website.

Assessment methods

There are no ongoing (in-itinere) assessments.

The exam consists of an initial written test with 30 multiple-choice questions; students who pass the written test (at least 18 correct answers) will have access to an oral exam. Both tests will cover the entire course syllabus; questions on prerequisites are also possible.

The multiple-choice questions are designed to extensively assess the student's knowledge. The oral exam allows for the evaluation of critical thinking skills and the ability to make connections between acquired knowledge. The assessment criteria are: accuracy of answers for closed questions, appropriateness of content and terminology, as well as critical thinking for the oral exam

The final evaluation takes into account the following grading scale:
• **18**: barely sufficient knowledge, minimal applicative and interpretive abilities;
• **19-22**: sufficient knowledge of the fundamental content, with some uncertainties in application;
• **23-26**: fairly good knowledge, good applicative ability with some imprecision;
• **27-30**: solid knowledge, good to excellent command of the content and critical ability;
• **30 cum laude**: fully adequate knowledge, full command, excellent command of language.

Textbooks and Reading Materials

Detailed information about the course materials will be published on the e-learning page associated with the course.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | GENDER EQUALITY | REDUCED INEQUALITIES