



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Practical Class: Developmental Psychodiagnostic Assessment

2627-2-F5111P021

Learning area

Models and techniques for assessing psychological functioning

Learning objectives

Knowledge and understanding

Students will:

- understand the specific features of case formulation in developmental age;
- gain knowledge of Personality Disorders in childhood and adolescence according to the PDM-2;
- understand the progression from assessment to treatment planning;
- learn the principles underlying clinical and forensic interventions with minors.

Applying knowledge and understanding

Students will be able to:

- structure a developmentally appropriate diagnostic setting for children and adolescents;
- interpret psychopathological personality functioning in developmental age;
- analyze clinical cases by integrating clinical, relational and contextual dimensions.

Making Judgements

The course develops the ability to independently evaluate complex clinical situations in developmental age by integrating multiple sources of information (observational data, interviews, test results, narratives, family and institutional context). Students learn to formulate coherent, well-founded diagnostic hypotheses and critically evaluate the appropriateness, limitations and ethical considerations of the diagnostic tools used with minors (e.g., Roberts-2, play observation, family assessment).

Activities supporting this ability include: discussion of clinical cases, scoring exercises with the Roberts-2, small-group simulated assessments and guided reflections on the complexity of diagnostic reasoning with minors.

Communication Skills

The course fosters communication abilities specifically connected to psychodiagnostic practice in developmental age, including the ability to convey complex information clearly and sensitively, adapting communication to the developmental level of the child and to different audiences (parents, teachers, colleagues, clinical and forensic professionals).

Activities include: writing short psychological reports, simulated feedback sessions, group work on protocol interpretation and oral presentations on diagnostic tools and clinical cases.

Learning Skills

The course provides theoretical foundations and practical tools that support autonomous and continuous learning in developmental psychodiagnostic assessment. Through direct work with test materials (e.g., Roberts-2), critical reading of scientific literature and practice with clinical cases, students develop the ability to identify and select reliable academic sources and to keep their diagnostic competence updated over time.

Activities supporting these skills include: guided study of test materials, scoring and interpretation exercises, independent reading of scientific articles and active participation in class discussions.

Contents

Detailed program

Prerequisites

Teaching methods

Assessment methods

Textbooks and Reading Materials

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING
