UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Psychology and Developmental Tasks of Adolescence and Young Adulthood

2627-1-F5111P008

Learning area

Models and Techniques for assessing psychological functioning

Learning objectives

Knowledge and understanding

- Developmentally informed theories on adolescence and young adulthood in a psychoanalytic and lifespan psychological perspective.
- Models of assessment and psychotherapy for adolescents and young adults.

Applying knowledge and understanding

- Applying developmental theories on adolescence and young adulthood.
- Review of models of intervention in diverse settings (school, psychosocial services, university).
- Adolescent and young adult assessment and treatment in a developmental perspective.

Making Judgements

- The ability to critically read and analyse the developmental and relational dynamics that characterize adolescents and young adults.
- The ability to distinguish between developmental crises and signs of psychological distress, evaluating clinical and contextual elements in light of the theoretical models studied.
- The ability to develop an autonomous and informed judgement through discussion activities and the guided analysis of clinical cases presented during the course.

Communication Skills

- The ability to participate actively and appropriately in the discussion of clinical cases and theoretical–clinical content presented during the course.
- The ability to formulate observations, questions, and reflections using specialist language appropriate to the clinical work with adolescents and young adults.

Learning Skills

- Skills development to select and evaluate up-to-date scientific sources in order to deepen the themes addressed in the course.
- Promotion of a professional view of the developmental psychologist as someone who requires continuous updating, both with respect to scientific literature and to the socio-cultural changes that influence the development of new generations.

Contents

• Introduction to the specific features of the developmental tasks of adolescence and young adulthood in a psychodynamic perspective.
• Review and study of the clinical approaches to adolescent and young adult assessment and psychotherapy focusing on diverse settings and psychological issues.

Detailed program

• The developmental tasks of adolescence and young adulthood.
• Introduction to the classic and the most recent theories and research studies on psychodynamic and developmental perspectives.
• Developmental trajectories of adolescents and young adults in relation to their environment (e.g. family, friends).
• Developmental crisis and psychological troubles in adolescence and young adulthood, with a focus on the difference between “new normative behaviours” and “new forms of psychopathology”. The most challenging issues of our time concerning adolescence (social overexposure, social withdrawal, internet addiction, attempted suicide, bullying, cyberbullying, online sexual behaviours).
• Developmental arrest and assessment in adolescence and young adulthood.
• Theory and practice of the assessment of adolescents, young adults and their parents in various settings.

Prerequisites

Basic knowledge of developmental and psychodynamic psychology.

Teaching methods

In addition to in-class lectures, part of the teaching will take place through the presentation and discussion of case studies and interaction with students.

Approximately: Didactic Teaching (70%), Interactive Teaching (30%).
Didactic Teaching: in-class lectures.
Interactive Teaching: presentation and discussion of case studies and interaction with students.
No remote hours provided.

The slides will be available on the e-learning site of the course.

Assessment methods

There are no ongoing (in-itinere) assessments.
The assessment of learning will be carried out through an oral exam aimed at verifying specific knowledge of the main theoretical and clinical aspects covered in the course.
Answers to each question will be evaluated in terms of correctness, argumentative ability, synthesis, and the ability to make connections between different areas.

The final evaluation takes into account the score obtained in the exam, according to 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.

Erasmus students may contact the instructor to arrange the possibility of studying from an English-language bibliography and/or taking the exam in English.

Textbooks and Reading Materials

Lancini M., Madeddu F. (2014). Giovane adulto. La terza nascita. Raffaello Cortina (introduzione e cap.: 1,2,4,5,6,7).
Lancini M. (2019). Il ritiro sociale negli adolescenti. La solitudine di una generazione iperconnessa. Raffaello Cortina.
Lancini M., Cirillo L., Scodeggio T., Zanella T. (2020). L’adolescente. Psicopatologia e psicoterapia evolutiva. Raffaello Cortina.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING