UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Psychodiagnosis

2627-1-F5111P005

Learning area

Models and Techniques for assessing psychological functioning

Learning objectives

Knowledge and understanding

- Psychological Assessement: different approaches to the psychodiagnosis
- Case Formulation
- Clinical relation to patient
- Assessent with children and adolescents
- Mentalization abilities assessment

Applying knowledge and understanding

- Objective test vs. perfomance based personality test
- Integrating the nomothetic and idiographic approach
- Methods to evaluate clinical alliance
- Developmental age and diagnostic setting: methods and perspective
- Methods to evaluate mentalization abilities

Making Judgements (Autonomy of Judgement)

The student is able to critically assess the appropriateness of the selected tools in relation to the clinical case and to reflect on the ethical and deontological aspects related to psychological assessment, also through:
Group work aimed at developing critical skills in the interpretation of diagnostic tools
Group discussions critically examining different types of clinical reports based on specific target populations

Communication Skills
The student is able to clearly and effectively communicate the results of psychodiagnostic assessment both to professional peers (using technical language) and to patients or service users (in an accessible and understandable form), including through written reports. Activities include:
Writing psychodiagnostic reports
Analysis of intervention contexts and implications for result communication

Learning Skills
The student has developed the ability to independently keep up to date with developments in the field of psychodiagnostics (e.g., new test editions, international guidelines, Italian validations), by researching and critically evaluating scientific sources.
They are also capable of reflecting on their own learning process and selecting areas for further study based on individual educational needs or clinical interests.

Contents

The course aims to present some of the psychological instruments used both in the clinical and research field. In the first part of the course, students will be presented with the diagnostic process within the contest of adults patients. The second part of the course aims at providing theoretical and operational tools to work within developmental age.

Detailed program

- Psychological diagnosis
- Differences between descriptive and explanatory approach
- Integration of diagnostic approaches
- Tests: the basics
- Writing up diagnostic reports
- Developmental diagnosis
- Collaborative approach
- Mentalizing abilities assessment

Prerequisites

A good knowledge of the basis of Psychopathology and Interviewing technique enables a more aware use of the course contents. Students lacking such basic knowledge are encourage to ask for a list of basic references.

Teaching methods

All lessones will be held in person.
In addition to classroom lectures (about 70%), part of the teaching will take place through the discussion of scientific articles, case studies, and exercises and discussions on the course topics.
The material (slides and, when possible, scientific articles) is made available on the e-learning site of the course, so

that it can also be used by non-attending students.

Assessment methods

There are no ongoing (in-itinere) assessments.

The exam consists of a written test. The written test includes two open-ended questions, designed to assess the ability to reason critically and make connections between the knowledge acquired.

Only upon passing the written test will the student be able to access the optional oral exam, which will cover only the chosen text among those on the reading list. Further information will be provided at the beginning of the course.

The grading criteria for the exam will be as follows:

18
Barely sufficient knowledge of the main theoretical models and tools of clinical psychodiagnostics. Minimal ability to describe the characteristics of the main assessment tools and to interpret their essential elements. Limited understanding of psychological functioning and elementary use of technical-clinical terminology.

19–22
Sufficient knowledge of the theoretical and methodological content of the course. Ability to use and interpret the main psychodiagnostic tools, with some uncertainties. Basic understanding of psychological functioning and the logic of clinical assessment. Sufficiently correct use of specialist language.

23–26
Good knowledge of the theoretical models and tools of clinical psychodiagnostics. Ability to use the main assessment tools and interpret their results, integrating the information gathered with the clinical interview and observation. Adequate understanding of psychological functioning and the ability to develop brief clinical formulations. Appropriate use of technical-specialist language.

27–30
Solid and thorough knowledge of the theoretical models and tools of clinical psychodiagnostics. Ability to critically use assessment tools, integrating the nomothetic and idiographic approaches in understanding the person's psychological functioning. Ability to integrate data from different assessment tools and to draft brief clinical reports that are coherent, well-grounded, and well-argued. Precise and appropriate use of technical-specialist language.

30 cum laude
Complete, thorough, and critically elaborated knowledge of the theoretical models, tools, and methodologies of clinical psychodiagnostics. Full mastery in the use and integration of the main assessment tools, with the ability to effectively combine the nomothetic and idiographic approaches in formulating an individual's psychological functioning. Excellent ability to integrate data from clinical interviews, observation, and psychodiagnostic tools, translating them into concise, rigorous, and coherent clinical reports. Rigorous, precise, and fully appropriate use of technical-specialist language

Textbooks and Reading Materials

Erasmus students can take the exam in English and/or ask for an English bibliography.

Written examination

Dazzi, N., Lingiardi, V., Gazzillo, F. (2009). La diagnosi in psicologia clinica. Personalità e psicopatologia. Milano: Raffaello Cortina Editore

Migdley, N., Ensink, K., Lindqvist, K., Malberg, N., Muller, N. (2019). Il trattamento basato sulla mentalizzazione per bambini. Milano: Raffello Cortina Editore.

Oral examination (One of the books listed below):

Colli, A. (2024). Il desiderio di essere capiti. Milano: Raffaello Cortina Editore.

Mc Williams, N. (2012). La diagnosi psicoanalitica. Roma: Astrolabio.

Bateman, A., Fonagy, P. (2018) Mentalizzazione e disturbi di personalità. Una guida pratica al trattamento. Milano: Raffaello Cortina Editore.

Di Lorenzo, L., Parolin, L. (2022). Il Rorschach nel ciclo di vita. Milano: Raffaello Cortina Editore.

Young, J.E., Klosko, J.S., Weishaar, M.E. (2018). Schema Therapy. La terapia cognitivo - comportamentale integrata per i disturbi della personalità. Erikson.

Informazioni dettagliate circa il materiale didattico saranno pubblicate sulla relativa pagina del sito e-learning.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING