UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Assessment and Intervention in Developmental Psychopathology

2627-2-F5113P023

Learning area

ATYPICAL DEVELOPMENT

Learning objectives

1. Knowledge and understanding

- Possess critical knowledge and demonstrate an understanding of possible deviations from typical developmental trajectories
- Possess critical knowledge and demonstrate an understanding of early psychopathological indicators and the underlying mechanisms associated with them
- Possess critical knowledge and demonstrate an understanding of how to plan psychological interventions aimed at mitigating or resolving the identified issues

2. Applying knowledge and understanding

- Ability to apply knowledge and understanding in order to identify trajectories of psychopathological development through the assessment of developmental processes
- Ability to apply knowledge and understanding to propose enhancement activities aimed at improving the difficulties experienced by children/adolescents in various contexts, such as school and family

3. Independent Judgment

- Development of the ability to make autonomous and critical judgments when evaluating individual or family situations and related intervention plans, also considering the principles of professional ethics formulated by the Order of Psychologists
- Acquisition of the ability to independently make appropriate decisions regarding the selection of

assessment tools and intervention procedures, in collaboration with other professionals working in various developmental contexts

4. Communication Skills

- Development of communication skills that enable effective interaction with individuals and institutions directly or indirectly involved in professional interventions, in order to facilitate teamwork, intervene effectively within the service network, and clearly communicate one's specific psychological contribution
- Enhancement of communication abilities to interact effectively with parents, teachers, children, and adolescents during psychological support and counseling activities, taking into account individual specificities and contextual factors
- Promotion of communication skills for managing psychological training and continuing education activities, and for effectively conducting meetings with groups of parents, educators, and teachers

5. Learning Skills

- Promotion of the ability to update one's knowledge by autonomously and critically learning new findings from national and international scientific research in the relevant disciplines, with regard to content, design, and interventions, as well as the ability to learn from the experience of practitioners, teachers, and specialists in the field or in other disciplines

Contents

The purpose of this laboratory is several-fold. It reinforces the basic skills critical to set up a diagnostic process in the developmental age. It approaches different psychopathological personalities functioning. It gives students the theoretical basis for clinical reasoning on therapeutic planning and goals.

Detailed program

- Theory and technique behind the diagnostic setting with children and adolescents: the consulting room and the rules of play
- How to make a diagnosis in the developmental age: the classificatory systems DSM-PC and PDM-2.
- Indications for therapy and treatment goals
- Planning the clinical treatment
- Planning the forensic treatment

Prerequisites

Skills related to clinical psychology (assessment, psychodynamic psychiatry, clinical reasoning) and developmental psychology

Teaching methods

The lectures will provide theoretical and technical explanations of the diagnostic and therapeutic process. Clinical cases will be referred as practical examples as well as micro and macro studies of the diagnostic function and the childhood intervene technics. The clinical pictures will be presented to the students and a personal reflection and discussion are followed, in case there will be present students with oral expressions difficulties, the discussion could also be a written one.

Assessment methods

Students must attend at least 70% of the lessons to get the necessary credits.
The final examination consists of an oral presentation, of which contents will contain both the diagnostic theme as the treatment, in any case, will be agreed directly with the professor during the first lesson. the final working process will be handled in a small group: each group will have a task to profound in a more specific way the arguments that were handled during the laboratory and coherent with the program.
Questions will be made to the group by both the colleagues and the professor in order to verify and appreciate that the profound work has presented an improvement of the reflexive capacity in the theme in question.

Textbooks and Reading Materials

· Fonagy P., Target M. (2005). “Psicopatologia evolutiva. Le teorie psicoanalitiche”. Raffaello Cortina Editore

· Kernberg P.F, Weiner A.S., Bardenstein K.K, (2000) “I disturbi di personalità nei bambini e negli adolescenti” Tr. It. Giovanni Fioriti Editore, Roma 2001

· Lingiardi V., McWiliamns N. (2018). "PDM-2. Manuale diagnostico psicodinamico”. Raffaello Cortina Editore

· Parolin L. , Locati. F (2020). "Trattamento basato sulla mentalizzazione per bambini (MBT-C). Un approccio time-limited". Raffaello Cortina Editore

· Scheeringa, M.S. (2017). "Curare il PTSD in età prescolare. Una guida clinica". Edizione italiana a cura di Locati, F., Valadè, S. Hogrefe Editore: Firenze.

· Speranza A. M., Williams R. (2009). “Fare diagnosi nell’infanzia e nell’adolescenza”. In “La Diagnosi in psicologia clinica”. Raffaello Cortina Editore

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING