UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Developmental Psychology

2627-2-F5113P020

Learning area

Atypical development

Learning objectives

Knowledge and understanding

- Interpretation and explanation of psychopathological phenomena in developmental age.
- Knowledge of psychological and clinical interventions during development
- Techniques and methods of treatment of the main disorders that occur during childhood and adolescence

Applying knowledge and understanding

- Ability to recognize psychopathological conditions, as well as risk, protective, and maintenance factors of disorders.
- Ability to identify the most appropriate psychological interventions in the developmental clinical psychology field
- Ability to pay attention to relational contexts (e.g., family, school) in the definition of a developmental psychological intervention

Making Judgements
Through sustained critical analysis of theoretical and clinical perspectives in the field of developmental psychopathology, the course promotes the development and strengthening of the ability to independently evaluate the usefulness of assessment and/or intervention methods in case of psychopathology in children or adolescents.

Communication Skills
The course enhances communication skills through ongoing in-class interaction during interactive activities.

Students develop the ability to clearly express complex theoretical and practical concepts, to justify clinical decisions, and to engage in effective dialogue with colleagues and other professionals in the field.

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

Contents

By taking into account the developmental psycholpathology perspective, the two modules will present the theoretical framework and the clinical methods for the assessment and treatment of psychopathological conditions in children and adolescents according to the cognitive-costructivistic approach (Module 1) and the psychodynamic approach (Module 2). Students will be able to critically reflect on similarities, differences and the specificity of the two theoretical and clinical approaches.

Detailed program

Module 1:

- Clinical assessment procedures and tools used with children and their families: standardized scales (CBCL, Conners, Y-BOCS, ...), diagnostic interviews (Dawba, K-sads)
- Diagnoses in developmental age, including both descriptive and explanatory approaches, and an analysis of the symptoms according to their functional significance.
- Clinical applications of the model are presented to disorders associated with internalizing and externalizing psychopathologies in childhood and adolescence, including anxiety disorders, conduct disorders, oppositional defiant disorder, and depression. Among the main intervention models of cognitive constructivist and cognitive behavioral nature, special attention will be paid to parent training and teacher training interventions as well as manualized intervention models (for example, Coping Power Program, Circle of Security) .

Module 2:
The psychodynamic contribution to developmental psychopathology in childhood and adolescence. Psychodynamic interpretation of psychopathological conditions in developmental age: psychosomatic disorders, eating disorders, anxiety disorders, obsessive-compulsive disorders and phobias, mood disorders, disruptive, impulse-control and conduct disorders, and stress- and trauma-related disorders.
Emerging personality styles and disorders in developmental age: developmental trajectories and psychodynamic interpretation: emerging hysterical, anxious-avoidant and obsessive-compulsive personality disorders; emerging borderline, narcissistic and antisocial/psychopathic personality disorders; emerging schizoid, depressive and paranoid personality disorders.
Psychodynamic case formulation: the Psychodynamic Diagnostic Manual (PDM-3) for childhood and adolescence

Prerequisites

Knowledge of the essential topics of Developmental Psychology
A general knowledge of diagnostic systems (DSM-5, PDM).

Students lacking such basic knowledge are encouraged to ask for a list of essential references.

Teaching methods

Lessons will be held in person and in Italian. A variety of teaching methods will be used in each lesson, including explanations in front of the class and discussion in groups.
Teaching materials will be available on the Course's e-learning page.

Assessment methods

The Exam will consist of 20 multiple choice questions and 2 open-ended questions.
The answers to the open questions will be evaluated in terms of correctness and completeness of the answer, argumentative capacity,and synthesis.

Textbooks and Reading Materials

Detailed information about references will be published on the e-learning page of this course.

Sustainable Development Goals

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