



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Competenze Psicologiche per la Valutazione e il Supporto delle Abilità Socio-Emotive

2627-1-F5113P032

Learning area

TYPICAL DEVELOPMENT AND EDUCATIONAL CONTEXTS

Learning objectives

The course presents the processes involved in developing social-emotional skills as the foundation of psychological well-being across the life span, with specific reference to conditions in which difficulties in this skill domain are particularly pronounced—such as neurodevelopmental disorders and internalizing disorders—and to models of support for caregivers, teachers, and mental health professionals themselves.

Specific learning objectives concern:

Knowledge and understanding

- Psychological and neurodevelopmental models of social-emotional and communicative development.
- Social-emotional characteristics in neurodevelopmental disorders, with a particular focus on autism spectrum disorders and attention-deficit/hyperactivity disorder.
- Socio-emotional manifestations in internalizing disorders, with a particular focus on anxiety, depression, and social withdrawal.
- Psychological observation techniques and criteria for assessing socio-emotional skills.
- The principles of low-intensity psychological techniques for the emotional well-being of children and caregivers.
- The methodological foundations for designing and evaluating evidence-based psychological interventions.

Applying knowledge and understanding

- Observe and analyze interactions and behaviors in natural and clinical settings, identifying indicators of well-being and socio-emotional difficulties.
- Conduct clinical and psychoeducational interviews with children, adolescents, young adults, parents, and teachers to identify indicators of socio-emotional skills.
- Implement and adapt low-intensity psychological interventions to promote social-emotional skills and manage anxiety and depression in adolescents and young adults.
- Implement and adapt low-intensity psychological interventions to promote social-emotional skills in individuals with neurodevelopmental disorders.
- Provide individual and group counseling to caregivers and teachers to offer relational and emotional support.
- Integrate assessment tools and intervention strategies for individuals with typical development, autism, and internalizing disorders.
- Evaluate the appropriateness of research methodologies for assessing the clinical and contextual effectiveness of psychological interventions through analysis of published studies

Making judgments

- Formulate psychological hypotheses and clinical assessments based on observations and interviews.
- Recognize the limitations and potential of low-intensity interventions in various contexts.
- Adapt intervention strategies to the individual and environmental characteristics of the child and the care system.
- Critically evaluate the scientific sources and psychological tools used.
- Reflect on the personal and emotional impact of clinical work with minors and caregivers.

Communication skills

- Communicate clearly and professionally with children, adolescents, parents, teachers, and colleagues.
- Translate complex psychological concepts into language that is accessible to parents, teachers, and the general public.
- Facilitate dialogue during clinical interviews and consultations, fostering a therapeutic alliance and collaboration.
- Use precise, consistent, and effective language when drafting clinical and psychoeducational reports.
- Use digital and multimedia tools for communication, training, or the dissemination of scientific research findings.

**Learning skills*

- Integrate new theoretical and practical knowledge into one's professional training.
- Use scientific and educational resources to stay up to date on emerging tools and techniques.
- Critically reflect on educational and professional experiences to improve one's skills.
- Develop strategies for self-directed learning and personal psychological well-being.
- Actively participate in supervision, continuing education, and collaborative research.

Contents

The course presents the processes of social-emotional skill development as the foundation of psychological well-being across the life span, with specific reference to conditions where difficulties in this skill domain are particularly pronounced—such as neurodevelopmental disorders and internalizing disorders—and to models of support for caregivers, teachers, and mental health professionals themselves.

Specific course contents:

- Theoretical models of social-emotional and communicative development.

- Typical and atypical social-emotional development: focus on neurodevelopmental disorders and internalizing disorders.
- Psychological observation and assessment of social-emotional skills in various contexts.
- Low-intensity psychological techniques for children and caregivers (emotional regulation, problem-solving, stress management).
- Clinical and psychoeducational interviews with children, adolescents, young adults, and caregivers.
- Psychoeducational interventions and counseling for teachers and families.
- Methodology for designing and evaluating evidence-based interventions (efficacy vs. effectiveness).
- Critical analysis of scientific studies and outcome measures.
- Psychological well-being of practitioners and burnout prevention.

Detailed program

MODULE 1 – Introduction to the Course and Fundamentals of Social-Emotional Development

E-learning 1: Display Rules

MODULE 2 – Advanced Theoretical Models of Social-Emotional Development

E-learning 2: Learned Helplessness

MODULE 3 – Emotional Competence

E-learning 3: Coping Strategies

MODULE 4 – Basic Psychological Skills for Clinical and Psychoeducational Interviews with Minors, Caregivers, and Teachers

E-learning 4-5: Effective Dissemination and Communication of Scientific Content

MODULE 5 – Social-Emotional Development in Internalizing Disorders

MODULE 6 – Low-Intensity Psychological Interventions for Adolescent Emotional Well-Being

E-learning 6: Social-Emotional Learning

MODULE 7 – Psychological Observation Techniques for Social-Emotional Skills

MODULE 8 – Social-Emotional Development in Neurodevelopmental Disorders

MODULE 9 – Low-Intensity Psychological Interventions for Social-Emotional Development in Neurodevelopmental Disorders

MODULE 10 – Stress and Psychological Well-Being of Practitioners

MODULE 11 – Psychological Counseling for Caregivers and Teachers

Prerequisites

Foundational knowledge of Developmental Psychology (classic approaches and theories; methodologies in developmental psychology).

Teaching methods

The course will be delivered in Italian in blended learning mode and will consist of:

- 40 hours (72%) of in-person classes, organised in 10 classes lasting 4 hours each
- 16 hours (28%) of remote learning activities, including online learning activities ("e-activities") of different kinds

For each teaching unit, the teaching methodology will be selected according to the specific learning objectives.

Typically, each week of the course will include 2 hours of distance learning activities and 4 hours of in-person interactive teaching activities.

In-person classes consist of Lectures (50%, 20 hours) and Interactive Teaching (50%, 20 hours), of different kinds, aimed at building the developmental psychologist's skills in preventative, educational and rehabilitation settings. Various experiential activity methodologies, selected according to specific learning objectives, are planned, including:

- guided small group discussion: to develop the ability to derive novel theoretical constructs from specific applied cases and to apply already known theoretical knowledge to novel practical contexts
- guided coding of video material: to develop behavioral observation skills in the area of social-affective skills
- scenario simulation and role play: to develop skills in effective communication with children, caregivers, teachers

The remote learning activity includes delivered didactic content and independent student practice activities.

It is highly recommended for all to attend the first lecture of the in-person course, where both the general outline of the two modes of course delivery will be explained, as well as bibliography, examination methods and evaluation criteria.

Assessment methods

The exam is written with open and multiple-choice questions, aimed at ascertaining the acquisition of theoretical knowledge and the ability to apply it to concrete scenarios.

The evaluation criteria are: the correctness of the answers, the ability to argue, synthesize, create links, and critically read the reality.

Textbooks and Reading Materials

Detailed information on the textbooks and teaching materials will be published on the e-learning page associated with the course.

Although this course is held in Italian, Erasmus students may contact the professor to take the exam in English, if they wish to do so.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING
