UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychodynamic and Assesment of Parenting

2627-1-F5113P007

Learning area

Developmental psychopathology

Learning objectives

Knowledge and Understanding

- Psychodynamics of parenting: a historical-clinical perspective
- Parental representations
- The transition to parenting
- Attachment and caregiving system
- Risk factors in parenting
- Different parenting configurations

Ability to Apply Knowledge and Understanding

- Assessment tools for parenting
- Interventions for the prevention and care of parenting
- Designing research studies on parenting and its treatment

Making judgements

- Ability to critically evaluate different theoretical and clinical models related to parenting
- Development of a reflective approach to the complexity of factors influencing parental functioning
- Capacity to integrate scientific and clinical knowledge to formulate hypotheses for intervention or research

Communication Skills

- Ability to clearly and appropriately express theoretical and clinical concepts related to parenting
- Skills in communicating observations and assessments in professional, clinical, and multidisciplinary contexts
- Development of abilities to argue and discuss clinical cases, also through group work

Learning Skills

- Acquisition of conceptual and methodological tools for autonomous learning in the field of parenting
- Ability to stay updated through critical reading of scientific literature
- Development of skills for self-assessment and personal in-depth study of theoretical and clinical issues

Contents

The course aims to explain and understand the parental function from the broadest possible perspective within the psychodynamic framework. Specifically, it aims to integrate theoretical, clinical, and empirical perspectives for understanding the processes related to parenting. A specific focus is discussed regarding parenting in the presence of various risk factors and the possible negative outcomes, including its most extreme manifestations such as child maltreatment. Much attention is given to the study of methods for assessing parenting and possible interventions for its prevention or treatment from an evidence-based perspective.

Detailed program

- Psychodynamics of parenting: from its origins to the present day
- The mother-child relationship: attunement and development
- Infant observation
- Parental representations
- The transition to parenthood
- Attachment and the caregiving system
- Child maltreatment: risk factors and developmental outcomes
- Assessment tools for parenting
- Evidence-based support interventions
- Treatment of the parental function
- Different parenting configurations

Prerequisites

Knowledge of the basic principles of psychodynamic psychology and development.

Teaching methods

The course consists of 28 lectures (2 hours each). The lessons are mainly delivered didactic (18 lessons of 2 hours) and partly interactive (10 lessons of 2 hours). In the interactive part, clinical cases are discussed.
The entire course (lectures and practical lessons) is delivered in presence and in Italian.

Assessment methods

The final assessment will consist in a written exam with open questions. Questions will be aimed at ascertain the proper knowledge of the theoretical foundations of the course. The evaluation criteria are: the correctness of the answers, the ability to argue, synthesize, create links, and apply the course contents to the reality.
No mid semester examination will be presented.
Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

Book

- Stern, D. N. (1995). La costellazione materna. Bollati Boringhieri, Torino.

Chapters in books

- Bick, E: (1989). Note sull'osservazione del lattante nell'addestramento psicoanalitico. In V. Bonaminio & B. Iaccarino (Eds), L'osservazione diretta del bambino (pp. 70-89). Bollati Boringhieri, Torino.
- De Carli, P. (2018). La teoria dell'attaccamento. Dall'etologia alle neuroscienze. In P. Venuti, A. Simonelli & P. Rigo (Eds), Basi biologiche della funzione genitoriale (pp. 99-120). Raffaello Cortina Editore, Milano.
- De Carli, P. (2018). Attaccamento, caregiving e neuroscienze. Un approccio intergenerazionale. In P. Venuti, A. Simonelli & P. Rigo (Eds), Basi biologiche della funzione genitoriale (pp. 121-137). Raffaello Cortina Editore, Milano.
- Barone, L., Saunders, H., & Biringen, Z. (2015). La disponibilità emotive: tra valutazione e intervento. In F. Lambruschi & F. Lionetti (Eds), La genitorialità. Strumenti di valutazione e interventi di sostegno (pp. 60-73). Carocci, Roma.
- Lionetti, F., Barone L., Juffer, F., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. (2015). Il protocollo VIPP-SD: tra sensibilità e disciplina sensibile. In F. Lambruschi & F. Lionetti (Eds), La genitorialità. Strumenti di valutazione e interventi di sostegno (pp. 60-73). Carocci, Roma.
- Manaresi F. (2015). Genitori e bambini nel circolo: il Circle of Security nel sostegno delle funzioni genitoriali. In F. Lambruschi & F. Lionetti (Eds), La genitorialità. Strumenti di valutazione e interventi di sostegno (pp. 194-210). Carocci, Roma.
- Ardito, R. B., Mensi, S., & Adenzato, M. (2021) Attaccamento, accudimento e tempestività negli interventi di affidamento e adozione: il Bucharest Early Intervention Project. In G. Rezzonico & S. Ruberti (Eds), Attualità e prospettive dell'attaccamento. Dalla teoria alla pratica clinica. (pp.)
- Carone, N. (2021). La funzione (omo)genitoriale. In N. Carone, Le famiglie omogenitoriali. Teorie, clinica e ricerca. Raffaello Cortina Editore, Milano.

Only one of the following papers:

- Dozier, M., & Bernard, K. (2023). Intervening Early: Socioemotional Interventions Targeting the Parent–Infant Relationship. Annual Review of Developmental Psychology, 5, 115-135.
- Feldman, R. (2017). The neurobiology of human attachments. Trends in cognitive sciences, 21(2), 80-99.
- Goldman, P. S., Bakermans-Kranenburg, M. J., Bradford, B., Christopoulos, A., Ken, P. L. A., Cuthbert, C., ... & Sonuga-Barke, E. J. (2020). Institutionalisation and deinstitutionalisation of children 2: policy and practice recommendations for global, national, and local actors. The Lancet Child & Adolescent Health, 4(8), 606-633.
- Granqvist, P., Sroufe, L. A., Dozier, M., Hesse, E., Steele, M., van Ijzendoorn, M., ... & Duschinsky, R.

(2017). Disorganized attachment in infancy: A review of the phenomenon and its implications for clinicians and policy-makers. Attachment & human development, 19(6), 534-558.
- van IJzendoorn, M. H., Bakermans?Kranenburg, M. J., Coughlan, B., & Reijman, S. (2020). Annual research review: Umbrella synthesis of meta?analyses on child maltreatment antecedents and interventions: Differential susceptibility perspective on risk and resilience. Journal of child psychology and psychiatry, 61(3), 272-290.
- Van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., Duschinsky, R., Fox, N. A., Goldman, P. S., Gunnar, M. R., ... & Sonuga-Barke, E. J. (2020). Institutionalisation and deinstitutionalisation of children 1: a systematic and integrative review of evidence regarding effects on development. The Lancet Psychiatry, 7(8), 703-720.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING