UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia Clinica

2627-1-K0101D006-K0101D023M

Aims

At the end of the course the student must be able to:

provide a definition of emotional regulation; describe the modal model of emotion regulation and its phases; provide professional examples of the use of different strategies; describe the main features of the basic emotions approach and the conceptual act model; know how to describe the features of effective feedback; knowing how to apply the basic concepts of th motivational interview; know how to recognize the phases of the motivational interview in a simulated or real interview; knowing how to apply the Transtheretical Model of Change to professional situations

Contents

Emotions and emotion regulation in the professional field;

Giving and receiving feedback in the clinical setting;

The motivational Interview

The Transtheretical Model of Change

Detailed program

Process model of emotion regulation; definition of emotion regulation; the five phases of the modal model; clinical examples of use of emotion regulation strategies; model of basic emotions and conceptual act model; how to provide feedback in an effective and productive way; how to use feedback in an effective and productive way; the

basic principles and thecniques of the motivational interview; steps of the transtheoretical model of change

Prerequisites

None

Teaching form

The course is structured into four 4-hour lessons, with a frontal lecture in the first part. The subsequent part aims to involve students interactively through group discussions of professional situations, small group work, and role playing activites. All activities are carried out in person.

Textbook and teaching resource

Rezzonico G., De Marco I., Lavorare con le emozioni nell'approccio costruttivista, Torino, Bollati Boringhieri (2012)
Gross J. (2015). Emotion regulation: current status and future prospects. Psychological Inquiry, 26, 1-26
Lindquist K.A. (2013). Emotions Emerge from More Basic Psychological Ingredients: A Modern Psychological Constructionist Model. Emotion Review, 5, 4, 356–368
Ramani S., Krackov S.K. (2012). Twelve tips for giving feedback effectively in the clinical environment. Medical Teacher, 34, 10, 787-791
Van Der Leeuw R., Slootweg I.A. (2012). Twelve tips for making the best use of feedback. Medical Teacher, 35, 5, 348-351
Marla A. Corwin (2018). Motivational Interviewing and HIV: A Guide for Navigators, NMAC
In-depth and supplementary materials will be uploaded to the module's e-learning page (including videos, PDF documents, and presentations used in lessons).

Semester

second semester

Assessment method

The assessment will be based on an oral exam on the topics covered in class with deductive and inductive questions and reasoning on professional situations.
The score will contribute to the overall evaluation of the integrated course.

Office hours

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Sustainable Development Goals

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