



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2016/2017		
MASTER'S DEGREE (MSC)	CLINICAL PSYCHOLOGY		
SUBJECT	CLINICAL PSYCHOLOGY OF ADOLESCENCE		
TYPE OF EDUCATIONAL ACTIVITY	D		
AMBIT	20670-A scelta dello studente		
CODE	15148		
SCIENTIFIC SECTOR(S)	M-PSI/08		
HEAD PROFESSOR(S)	DI BLASI MARIA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	110		
COURSE ACTIVITY (Hrs)	40		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	DI BLASI MARIA Tuesday 10:00 11:30		

DOCENTE: Prof.ssa MARIA DI BLASI

PREREQUISITES	In order to understand the contents and achieve the learning objectives of the course, the student must master deep knowledge in the field of clinical psychology (theoretical framework, psychotherapeutic approaches) and basic knowledge in the field of neuropsychology.
LEARNING OUTCOMES	<p>Knowledge and understanding Knowledge of adolescent clinical psychology Knowledge of the different setting of clinical and psychotherapeutic interventions in adolescence.</p> <p>Applying knowledge and understanding Knowledge and ability of application of specific clinical and research tools. Capacity to build and to develop clinical interventions and projects in psychotherapy treatment of adolescents.</p> <p>Making judgements Ability of critical analysis of the literature and theoretical-clinical models. Ability to reflect on the relationship between adolescent, family system and social context.</p> <p>Communication Through discussion of articles, reports, case reports, the student must show that he/she has developed appropriate communication and language skills in clinical psychology of adolescence.</p> <p>Lifelong learning skills The student at the end of the course must master the knowledge and skills for the diagnosis and psychological-clinical intervention in adolescence.</p>
ASSESSMENT METHODS	<p>The learning evaluation is articulated through: - a report on critical analysis of two recent articles (2013-2017) chosen by the student, drawn from international scientific journals dealing with adolescence clinic topics. A format for the report will be provided by the teacher and made available on the website. The report will be emailed to the teacher a week before the oral exam.</p> <p>The report aims to assess whether the student has knowledge and understanding, has acquired the capacity to interpret and independent judgment with respect to specific topics. The pass mark will be reached when the student shows minimal knowledge, understanding, capacity to interpret and independent judgment of the topics, and has dealt with the main points contained in the format provided by the teacher. The vote will be expressed in thirtieth and will be integrated with that of the oral exam.</p> <p>- An oral exam which will consist of an interview, which will include the discussion of the exercises carried out during the course, and that aims to ascertain the possession of skills and subject knowledge provided by the course. The candidate will have to answer at least two/three questions posed orally, on all parties covered by the program, with reference to the recommended texts. Final assessment aims to evaluate whether the student has knowledge and understanding of the topics, has acquired the capacity to interpret and independent judgment of the main topics of the course. The pass mark will be reached when the student shows knowledge and understanding of the subjects at least in general terms, and has minimal application knowledge regarding the presentation of specific topics; he/she will also have presentation and argumentative skills as to allow the transmission of his/her knowledge to the examiner. Below this threshold, the examination will be insufficient. The more, however, the student will be able to find own connections between the topics of the course and be able to go into detail on the subject of discipline, the more the assessment is positive. The assessment is carried out of thirty.</p>
EDUCATIONAL OBJECTIVES	<p>The course will address the different theoretical framework, diagnostic tools and clinical-psychological intervention strategies for adolescents.</p> <p>The course will be taking into account the theoretical and methodological aspects and practical aspects.</p>
TEACHING METHODS	Lessons; practical exercises; role play. Guided visit to specialized centres. Therefore, frequency is strictly necessary.
SUGGESTED BIBLIOGRAPHY	<p>- Matteo Lancini, Cent'anni di adolescenza. Contributi psicoanalitici, Franco Angeli, Milano, 2010.</p> <p>Gli studenti sono invitati a portare questo testo con se' sin dalla prima lezione poiche' verra' adottato il modello del flip-learning.</p> <p>Un secondo testo a scelta tra i seguenti:</p> <p>- Elena Riva, Adolescenza e anoressia, Raffaello Cortina Editore, Milano, 2009</p> <p>- Fabio Vanni, La consultazione psicologica con l'adolescente. Il modello psicoanalitico della relazione, Franco Angeli, Milano, 2015</p> <p>- Maggiolini Alfio, Senza paura, senza pietà. Valutazione e trattamento degli adolescenti antisociali, Raffaello Cortina Editore, Milano, 2014</p>

	<p>- Lancini Matteo, Madeddu Fabio, Giovane adulto, Raffaello Cortina Editore, Milano, 2014</p> <p>- Spiniello R , Piotti A , Comazzi D, Il corpo in una stanza. Adolescenti ritirati che vivono di computer, Franco Angeli, Milano, 2015.</p> <p>- Due articoli recenti (2013-2017) a scelta dello studente tratti riviste internazionali indicizzate specializzate nel settore della psicologia clinica dell'adolescenza (es.,Adolescence, Journal of Youth and Adolescence, Journal of Youth Studies, Journal of Adolescence, Journal of Adolescent Research)</p> <p>Durante il corso verranno forniti report e articoli tratti da riviste scientifiche nazionali e internazionali.</p>
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SYLLABUS

Hrs	Frontal teaching
10	Adolescence and developmental tasks. The Self and the individuation process Interpretive models and clinical approach
10	From assessment to the therapeutic project plan. Eating disorders in adolescence: interpretative models and interventions
Hrs	Practice
15	Tools and methods for the diagnosis and clinical assessment. Case reports and protocols. Psychotherapeutic intervention approach. Clinical cases discussion Clinical psychological intervention and psychotherapy of ED. Case reports.
5	Guided visit