



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2020/2021		
BACHELOR'S DEGREE (BSC)	PSYCHOLOGICAL SCIENCES AND TECHNIQUES		
SUBJECT	CLINICAL PSYCHOLOGY		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50114-Psicologia dinamica e clinica		
CODE	05994		
SCIENTIFIC SECTOR(S)	M-PSI/08		
HEAD PROFESSOR(S)	SALERNO LAURA	Professore Associato	Univ. di PALERMO
	LO COCO GIANLUCA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	10		
INDIVIDUAL STUDY (Hrs)	190		
COURSE ACTIVITY (Hrs)	60		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>LO COCO GIANLUCA</p> <p>Monday 11:00 13:30 Nel corso dell'anno accademico 2021-2022 il Ricevimento studenti si svolgera online tramite la piattaforma Teams al seguente link:https://teams.microsoft.com/l/team/19%3ad9bc87418a0d4d329b670d706c310c6f%40thread.tacv2/conversations?groupId=4388b30d-89a2-4347-b18b-984719f477b5&tenantId=bf17c3fc-3ccd-4f1e-8546-88fb18b-984719f477b5</p> <p>Thursday 11:00 12:00 Chi volesse svolgere il ricevimento in presenza, puo farmi esplicita richiesta tramite e-mail indirizzata a Gianluca.lococo@unipa.it per concordare l'orario disponibile il giovedì dalle 11 alle 12 presso l'edificio 15, 7 piano stanza 014.</p> <p>SALERNO LAURA</p> <p>Tuesday 11:30 13:30 Edificio 15, VII piano, stanza 014. Solo in caso di specifiche necessita' lo studente potra' richiedere il ricevimento online (Codice Team: idpeuk6). E' richiesta la prenotazione al ricevimento (specificare se si ha la necessita' di effettuare il ricevimento online).</p>		

PREREQUISITES	Students must have some preliminary knowledge in the field of the history of psychology, of the dynamic psychology as well as of the theory and techniques of the tests.
LEARNING OUTCOMES	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Knowledge of the epistemology of the Clinical Psychology - Knowledge of the main theoretical and applied methods in Clinical Psychology - Knowledge of the main diagnostic classification systems and of the measures which can be used for the psychological assessment in this field - Knowledge of the basic principles of the psychotherapeutic intervention, its therapeutic factors and efficacy results - Comprehension of the core differences between the clinical-psychological approach in psychology and the clinical-medical approach in medicine. <p>Applying knowledge and comprehension.</p> <ul style="list-style-type: none"> - Ability to apply the knowledge of the main theoretical approaches in Clinical Psychology to a specific clinical intervention - Ability to apply the knowledge on the diagnostic classification systems to the uniqueness of the clinical case - Clinical comprehension of a diagnostic profile starting from the results of the psychodiagnostic measures - Ability to apply knowledge on the different therapeutic interventions to establish what treatment can be more suitable for a specific patient <p>Making judgements</p> <ul style="list-style-type: none"> - Ability to understand the main findings of clinical literature and judge its strengths and potential limitations as well. - Ability to make judgements on the potential characteristics of a clinical intervention, by analyzing the complexities of the subjective and objective variables in clinical cases and avoiding theoretical and methodological reductionism - Ability to make critical judgements on the issues related to the Clinical Psychology <p>Communication</p> <ul style="list-style-type: none"> - Ability to use technical and specific terminology to describe clinical constructs - Ability to highlight the essential key-words of diagnostic and clinical intervention - Ability to explain effectively the main areas related to the characteristics of a clinical case - Ability to interact with experts both in their own field and in other disciplines <p>Lifelong learning skills</p> <ul style="list-style-type: none"> - Learning skills to analyze the scientific literature on specific clinical topics, and to provide a meaningful clinical diagnostic profile, as well as the principles for an effective intervention - Learning skills necessary for one's further professional development - Knowledge of the main tools for updating and research in Clinical Psychology
ASSESSMENT METHODS	<p>Mid-term written test (optional) and final oral examination.</p> <p>Mid-term written test consists of structured as well as open-ended questions, aimed at assessing the students' abilities, skills and competences dealing with the first part of the program. Structured questions will evaluate students' abilities and knowledges through selecting the right answer among three/four possible choices. Open-ended questions (subject to certain constraints) will enable comparability with predetermined criteria and will assess students' abilities and knowledge through an autonomous process of answer. Grades will be expressed in thirtieths.</p> <p>The final oral examination will consist of an interview to ascertain the students' skills and knowledge provided by the course. Grades will be expressed in thirtieths and will average grades of the mid-term written test (if the student has done it). The candidate will have to answer at least two / three oral questions, dealing with all contents covered by the program, with a reference to the recommended textbooks. The questions will deal with the contents provided in the textbooks and on the slides provided during the course. Final assessment aims to evaluate whether the student has achieved a good knowledge and understanding of the subject's topics as well as the ability to establish connections among different topics and issues of the program. The pass mark will be achieved if the student will show a good knowledge and understanding of the subjects, at least in general terms, and will report a minimal application knowledge regarding the presentation of case studies. Moreover, the students will have to express the subject's contents in a proper way, with a scientific and technical language. Below this threshold, the examination will be insufficient. The more the student will meet the criteria described above, the greater will be the assessment. The final score is linked to the following aspects: the student must show a good understanding of the basic knowledge of the subject; he/she has to express the contents in a specialist language by using technical terms; he/</p>

	she has to translate the theoretical knowledge in practice; he/she participated to group works with a positive involvement.
EDUCATIONAL OBJECTIVES	<p>The course of Clinical Psychology aims to provide students with the core features of the different theories and methods in Clinical Psychology. Specifically, the course aims to define the specificity of the reading pattern of phenomena and intervention in clinical psychology, understanding differences with the medical intervention. The students will also be able to understand the theoretical differences between the constructs of health, disease, diagnosis, treatment, in psychological and medical field, with the aim of understanding strengths and weaknesses of the two models. Moreover, the course will provide students with the knowledge of clinical diagnosis, starting from the knowledge of the main diagnostic classification systems which are adopted worldwide (DSM-5, PDM-2), with the aim of using diagnostic tools to understand patients' psychopathological suffering.</p> <p>The course aims also at focusing on the integration between a ideographic and nomothetic approach to clinical diagnosis. The differences between the broader field of clinical psychology and psychotherapy will be highlighted, as well as the differences between the characteristics of clinical psychology and psychiatry. The knowledge of the characteristics of psychological intervention and the therapeutic relationship will be examined in their complexity.</p> <p>Finally, the course aims at providing the basic knowledge of research designs in clinical contexts, specifically regarding the effectiveness of psychotherapy.</p>
TEACHING METHODS	<p>Frontal lessons and group works.</p> <p>Frontal lessons aim to explain the core concepts of the Clinical Psychology in a dialogical manner, focusing both on theoretical-conceptual and practical aspects. The first phase of each lesson will take place with the use of a power-point presentation. The slides will be available for downloading by the students. Instead, in the second phase of each lesson, the teacher will facilitate the discussion on the main contents of the lesson, helping all the students to express their opinions on the specific contents of the lesson.</p>
SUGGESTED BIBLIOGRAPHY	<p>Del Corno F., Lang M., 2013. Elementi di Psicologia Clinica (seconda edizione). Franco Angeli, Milano. ISBN 978-88-204-4169-2</p> <p>Dazzi N., Lingiardi V., Gazzillo F. 2009. La diagnosi in psicologia clinica (prima edizione) (Parte Prima, capitoli da 1 a 13; Parte seconda, capitoli da 14 a 16). Raffaello Cortina, Milano. ISBN 978-88-6030-264-9</p> <p>Lo Coco G., Lo Verso G., 2006. La cura relazionale (prima edizione) (solo capitoli da 1 a 5). Raffaello Cortina, Milano. ISBN 88-6030-014-2</p> <p>Del Corno F., Lo Coco G. 2018. Disegni di ricerca in psicologia clinica (prima edizione). Franco Angeli, Milano. ISBN 978-88-917-5980-1</p> <p>Il docente potrà suggerire l'approfondimento di alcuni articoli nel corso delle lezioni.</p>

SYLLABUS

Hrs	Frontal teaching
2	Definition and pertinent fields of the discipline
2	The foundations of clinical psychology and S. Freud
2	Constructs of health and illness in clinical psychology
2	Mental illness in 19th century psychiatry
2	The anti-psychiatry movement and the overcome of asylums
2	A bio-psycho-social model of mental illness
6	The characteristics of methods in clinical psychology
2	Nomothetic and idiographic approaches
6	Diagnostic systems in clinical psychology
12	Models of psychotherapeutic intervention
2	Research study designs in clinical psychology
4	Quantitative and qualitative methods
4	Is psychotherapy really effective? Evidences from research
Hrs	Practice
6	Characteristics of DSM-5
6	The diagnostic system PDM-2

PREREQUISITES	Students must have some preliminary knowledge in the field of general and dynamic psychology, prior starting attending the course. Specifically, students must demonstrate to have basic assumptions of the history of psychology in the XX century, and the basic characteristics of clinical dialogue. Moreover, some basic knowledge on psychological testing is also required (i.e., what is a psychological test, and its validity and reliability).
LEARNING OUTCOMES	<p>Knowledge and Understanding</p> <p>Knowledge of the theoretical aspects and epistemology of the clinical psychology.</p> <p>Knowledge of the main theoretical and applied methods in clinical psychology.</p> <p>Knowledge of the main diagnostic classification systems and the measures which can be used for the psychological assessment.</p> <p>Knowledge of the main characteristics of the psychotherapeutic intervention, its therapeutic factors and efficacy results.</p> <p>Understanding of the core differences between the clinical approach in psychology and the clinical approach in medicine.</p> <p>Applying knowledge and understanding</p> <p>Applying the knowledge of the main theoretical approach in clinical psychology to a specific clinical intervention.</p> <p>Applying knowledge on the diagnostic classification systems to the uniqueness of the clinical case.</p> <p>Applying knowledge on the characteristics of a psychological diagnostic profile.</p> <p>Applying knowledge on the different therapeutic interventions to establish what treatment can be more suitable for a specific patient.</p> <p>Making judgements</p> <p>Achieving skills to understand the main findings of clinical literature and judge its strengths and potential pitfalls as well.</p> <p>Making judgements on the potential characteristics of a clinical intervention, by analyzing the complexities of the variables in clinical cases; and avoiding a strict reductionism when judging an intervention dealing with a psychological suffering.</p> <p>Communication</p> <p>Using technical and specific terminology to describe clinical constructs.</p> <p>Highlighting the essential key-words of diagnostic and clinical intervention.</p> <p>Explaining effectively the main areas related to the characteristics of a clinical case.</p> <p>Lifelong learning skills</p> <p>The students must achieve some learning skills to analyze the scientific literature on specific clinical topics, and to provide a meaningful clinical diagnostic profile, as well as the principles for an effective intervention.</p>
ASSESSMENT METHODS	<p>Oral examination. It will consist of an interview, usually lasting from 15 to 30 minutes, to ascertain the student's skills and subject knowledge provided by the course. The candidate will have to answer at least two/three oral questions, dealing with all contents covered by the program, with a reference to the recommended textbooks. Final assessment aims to evaluate whether the student has achieved a good knowledge and understanding of the subject's topics as well as the capacity to establish connections among different topics and issues of the program. The questions will deal with the contents provided in the textbooks and on the slides provided during the course.</p> <p>The pass mark will be achieved if the student will show a good knowledge and understanding of the subjects, at least in general terms, and will report a minimal application knowledge regarding the presentation of case studies. Moreover, the students will have to express the subject's contents in a proper way, with a scientific and technical language. Below this threshold, the examination will be insufficient. Grades are expressed in thirtieths. The final score is linked to the following aspects: the student must show a good understanding of the basic knowledge of the subject; he/she has to express the contents in a specialist language by using technical terms; he/she has to translate the theoretical knowledge in practice; he/she participated to group works with a positive involvement.</p> <p>Students can take a written examination at the middle of the course. It will consist of 5 multiple-choice questions and 2 open questions, which will focus on the first part of the program (Contents from 1 to 11). Grades are expressed in thirtieths.</p> <p>If the student successfully complete the questionnaire, he/she can take the final oral exam just focusing on the second part of the program (Contents from 12 to 19).</p>
EDUCATIONAL OBJECTIVES	

	<p>The course will address the core features of the different theories and methods in clinical psychology. Specifically, the course aims to provide students with theoretical and applied knowledge to understand the characteristics of psychological intervention and its differences with the medical intervention. This goal is consistent with the aims of the bachelor's program, as affirmed in the SUA model. The students will also be able to understand the theoretical differences between the constructs of health and disease in clinical psychology, as well as the differences between the diagnostic and the intervention phases in the field of clinical psychology. Moreover, the course aims to provide students with the knowledge of the basic diagnostic assessment of individual's psychological distress, and the use of the main diagnostic classification systems which are adopted worldwide, such as the DSM-V and PDM. The course aims also at focusing on the integration between a ideographic and nomothetic approach to clinical diagnosis. The differences between the broader field of clinical psychology and psychotherapy will be highlighted, as well as the differences between the characteristics of clinical psychology and psychiatry. The knowledge of the characteristics of psychological intervention and the therapeutic relationship will be examined in their complexity. Finally, the course aims at providing the basic knowledge of research designs in clinical contexts, specifically regarding the effectiveness of psychotherapy.</p>
TEACHING METHODS	<p>The teacher will deliver frontal lessons.</p> <p>The lessons aim to explain the core concepts of the clinical psychology, focusing both on theoretical and practical aspects. The teacher will use a power-point presentation in the first phase of each lesson. The slides will be available for downloading by students. In the second phase of the lesson, the teacher will facilitate a discussion on the main contents of the lesson, helping all the students to express their opinions on the pros and cons of the specific topic of the day.</p>
SUGGESTED BIBLIOGRAPHY	<p>Del Corno F., Lang M., 2013. Elementi di Psicologia Clinica (seconda edizione) (con esclusione dei capitoli della Sezione III n. 2, 3, 4, 6). Franco Angeli, Milano.</p> <p>Dazzi N., Lingiardi V., Gazzillo F. 2009. La diagnosi in psicologia clinica (solo Parte Prima, capitoli da 1 a 13). Raffaello Cortina, Milano.</p> <p>Lo Coco G., Lo Verso G., 2006. La cura relazionale (solo capitoli da 1 a 5). Raffaello Cortina, Milano.</p> <p>Del Corno F., Lo Coco G. 2018. Disegni di ricerca in psicologia clinica. Franco Angeli, Milano.</p> <p>Il docente potrà suggerire l'approfondimento di alcuni articoli scientifici nel corso delle lezioni.</p>

SYLLABUS

Hrs	Frontal teaching
3	What is the clinical psychology today? Towards a clear definition
3	The clinical psychology was born with the work of S. Freud
5	The constructs of health and illness in clinical psychology
2	The characteristics of mental illness in the psychiatry of the XIX century
2	The anti-psychiatric movement and the overcome of asylums
2	A bio-psycho-social model of mental illness
3	The characteristics of methods in clinical psychology
2	Nomothetic and ideographic approach in clinical psychology
3	The diagnostic systems in clinical psychology
3	The characteristics of psychological interventions
3	Psychodynamic individual therapy
3	Family psychotherapy
3	Group psychotherapy
3	Cognitive-behavioral treatments
3	Research designs in clinical psychology
3	Quantitative and qualitative methods
4	Is psychotherapy really effective? Some research evidences
Hrs	Practice
5	Characteristics of DSM 5
5	The diagnostic system PDM-2