



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2020/2021		
MASTER'S DEGREE (MSC)	LIFE-SPAN PSYCHOLOGY		
SUBJECT	PSYCHOPATHOLOGY OF DEVELOPMENT		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50472-Psicologia dinamica e clinica		
CODE	06142		
SCIENTIFIC SECTOR(S)	M-PSI/07		
HEAD PROFESSOR(S)	PIAZZA ANTIDA	Ricercatore	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	110		
COURSE ACTIVITY (Hrs)	40		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p><b>PIAZZA ANTIDA</b> Tuesday 10:00 18:00 sede fisica o su piattaforme online diverse secondo la data .Scrivendo Cognome, Nome, matricola, CdS, Telefono e Motivo della richiesta di incontro ad &lt;antida.piazza@unipa.it&gt; , si riceveranno informazioni preliminari con giorno, sede e ora d'appuntamento ad hoc. Il ricevimento comincia all'orario indicato nel sito e termina dopo che tutti gli appuntamenti confermati sono stati espletati.</p>		

<b>PREREQUISITES</b>	The Student must have preliminary knowledge on Psychology of Development, Psychology of Personality e Psicologia Dinamica, obtained in the previous three-year study course.
<b>LEARNING OUTCOMES</b>	<p>Learning Outcomes with reference to the Dublin Descriptors</p> <p><b>KNOWLEDGE AND UNDERSTANDING:</b> Knowledge of the theoretical corpus of Psychopathology of Development, exploring the implications for the understanding and modulation of the processes of structuring of identity and relationships.</p> <p><b>APPLYING KNOWLEDGE AND UNDERSTANDING:</b> Ability to apply the theoretical and methodological knowledge and understanding of the dynamic psychopathology in the contexts of clinical research and intervention, and in primary, secondary and tertiary prevention contexts.</p> <p><b>MAKING JUDGEMENTS:</b> Capacity to collect and interpret narrative, observational and clinical data, related to psychopathology intrapsychic and relational psychic dynamics, so as to produce diagnostic judgment and hypotheses of intervention.</p> <p><b>COMMUNICATION:</b> Knowing how to communicate - to specialists and non-specialists - information, ideas, problems, solutions and formative proposals concerning topic of psychopathology, as well as the peculiar research and intervention practices that come from the dynamic perspective, and know how to delineate peculiar research and intervention practices that derive from the deepening of the processes studied.</p> <p><b>LIFELONG LEARNING SKILLS:</b> Develop the learning skills needed to undertake subsequent studies, especially aimed to further deepen the development of professional competences.</p>
<b>ASSESSMENT METHODS</b>	<p>Final assessment is in oral form, the grade will be expressed in thirtieth. The exam consist of an interview concerning the theoretical and application aspects of the discipline; the examination questions cover the whole program and are three to five, according to the extent of the subject; input intend to assess:</p> <ul style="list-style-type: none"> <li>- the depth of the knowledge acquired about the main methods, models and tools of Psychopathology;</li> <li>- the ability to use this knowledge adequately, in the context of research and intervention;</li> <li>- the expository and lexical accuracy relevant to the specificity of the scientific language of the discipline;</li> <li>- the depth of self-reflective and reflection on discipline.</li> </ul> <p>The Student who has adequate preparation on the above mentioned elements will receive a positive evaluation of the exam, from the minimum of 18/30 for those who have only superficially assimilated the study contents, until the 30/30 vote with honours for those who have excellently acquired these knowledge/skills. As well as to the appeals of the official examination scheduled in the portal, both Attending Students that non Not-Attending Students may participate in the informal assessment to be held at the end of the lessons. The vote acquired through informal exam will be expressed in thirtieth and may be validated by the student as vote exam, at the first official session of examination present in the portal after the unofficial examination.</p> <p>The mid-term test programmed by the university (usually, in a week in November and in another week in April) for Psychopathology of Development with the same parameters already set out above (access to attendants and non-attendants, above-mentioned study content, oral form, three to five input, grade expressed in thirtieth, and so on). The period of "mid-term test" is the same for all courses in university; if this "mid-term test" is soon after the start of lessons of Psychopathology of Development the students will be questioned only on the first part of the program, related to main topics already discussed in the classroom with its concerning readings; in this case, the first examination will then be completed on the second part of the program: or during a subsequent informal assessment (for example, through informal assessment at the end of the lessons, which is always open to all), or on the date of official exam; the final vote to verbalize is the average of the two votes achieved in the two partial examinations.</p> <p>When, instead the "mid-term test" set by the university is in a period that falls after the end of the entire course of Psychopathology of Development lessons, the Student can be examined on the whole program, and to verbalize during the first official appeal the vote of this "mid-term test" as vote of exam.</p> <p>The Students out-of-course at the "mid-term test" are examined on the whole program and then they verbalize the vote of this "mid-term test" during the first official call, because the Students out-of-course have already had the whole lessons in the previous academic year.</p> <p>For all the Students:</p>

	<p>-A: Students who directly to take assessment during the official appeal;  -B: Students who during the official appeal complete the exam on the second part of the program, because they did the "mid-term test" only on the first part of the program;  -C: Students who during the official appeal must only verbalize the vote of the informal assessment to be held at the end of the lessons on the whole program;  -D: Students who during the official appeal must verbalize the average of the two votes achieved in the two partial examinations, because the exam it was on the first part of the program in "mid-term test" and on the second part of the program by another informal examination.</p> <p>In all cases A, B, C, D considered here, to verbalize during the official appeal, necessarily Students must sign up for official date of examinations in the portal, by the student's account and always respecting the time windows in which it is possible to do; moreover, for each date of official examination it is indicated from the website the range on the opening and closing bookability.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The course aims to make the student acquainted with the different conceptual and methodological paradigms and with application fields of Psychopathology of Development. The intent is also to stimulate and promote the development of subjective personal capacity to understand the theoretical concepts illustrating the processes of psychic pathological dynamics in connection with affective, representational and relational factors, focusing on the most current themes in a fertile and holistic way of scientific research in psychopathology in clinical work.</p>
<b>TEACHING METHODS</b>	<p>Lessons, case study, exercises.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Per sostenere l'esame, lo Studente studierà alcune parti, selezionate dal Docente, dai testi di elencati, e una Dispensa fornita direttamente dalla Docente. La Dispensa va studiata per intero. To take the exam, the student will study some parts, selected by the teacher, the texts listed, and a dispensation provided directly by the teacher. The dispensation must be studied in full.</p> <p>Invece, da tutti i libri qui sotto indicati come manuali di base verranno indicate per ogni testo soltanto alcune pagine da studiare per l'esame, ovvero quelle più adatte ad apprendere i differenti argomenti di base della disciplina. On the other hand, from the books listed here as basic manuals, only a few pages will be indicated for each text, that is to say those that are most suitable for learning the different basic subjects of the discipline.</p> <p>Una parte dell'esame sarà in ogni caso su un argomento di approfondimento scelto dallo studente stesso, tra tutte le tematiche trattate a lezione. In any case, part of the exam will be on an in-depth topic chosen by the student himself, among all the topics dealt with in class.</p> <ul style="list-style-type: none"> <li>- Beauchesne H., (1986), (tr.it.), Storia della psicopatologia, Borla, Roma, 1990.</li> <li>- Frances A., (2013), (tr.it.), La diagnosi in psichiatria. Ripensare il DSM-5, Raffaello Cortina Editore, Milano, 2014.</li> <li>- Gabbard G.O., (2014), (tr.it.), Psichiatria psicodinamica. Quinta edizione basata sul DSM-5, Raffaello Cortina Editore, Milano, 2015.</li> <li>- Hilt R.J., Nussbaum A.M., (2016), (tr.it.), L'esame diagnostico con il DSM-5 per bambini e adolescenti, Raffaello Cortina Editore, Milano, 2017.</li> <li>- Lingiardi V., McWilliams N., (a cura di), (tr.it.), PDM 2 - Manuale Diagnostico Psicodinamico, Raffaello Cortina Editore, Milano, 2018.</li> <li>- APA, (2013), (tr.it.), DSM-5. Manuale diagnostico e statistico dei disturbi mentali - Quinta edizione, Raffaello Cortina Editore, Milano, 2014.</li> <li>- OMS, (1990-94) (tr.it.), ICD-10. Classificazione Statistica Internazionale delle Malattie e dei Problemi Sanitari Correlati - Decima Revisione, World Health Organization Library, Ginevra, 1994. (In attesa che nel corso del 2018 venga pubblicata l'Undicesima Revisione).</li> <li>- Scharfetter C., (2002), (tr.it.), Psicopatologia generale, Giovanni Fioriti Editore, Roma, 2004.</li> <li>- Schneider K., (1967), (tr.it.), Psicopatologia clinica, Giovanni Fioriti Editore, Roma, 2004.</li> <li>- Sims A., (2008), (tr.it.), Introduzione alla psicopatologia descrittiva. Quarta edizione, Raffaello Cortina Editore, Milano, 2009.</li> <li>- Zero to Three, (2005), (tr.it.), CD:0-3R Prima Revisione. Classificazione diagnostica della salute mentale e dei disturbi di sviluppo nell'infanzia. Prima Revisione, Giovanni Fioriti Editore, Roma, 2008.</li> </ul> <p>Altri materiali importanti, sia storici che contemporanei, saranno forniti in aula non per sostenere l'esame, ma per il futuro libero approfondimento personale. Other important materials, both historical and contemporary, will be provided in the classroom not to take the exam, but for the future free personal deepening.</p>

## SYLLABUS

Hrs	Frontal teaching
2	Epistemological frame of the birth of Psychopatology, with preliminary introduction to the specific field of study and to the technical lexicon of the discipline
28	The psychopatological characteristics in the perspective of dinamic functioning, with links to the main classifications in use in the scientific community. Connections between the major current in psychopatology and other contemporary interdisciplinary areas.
Hrs	Practice
6	Psychopatology as foundation for research and instrument: tools, exercises and case studies.
4	Final resonances on the course and informal examination exercises at the end of the lessons.