



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2024/2025		
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	5		
INDIVIDUAL STUDY (Hrs)	92		
COURSE ACTIVITY (Hrs)	33		
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: - 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. The evaluation will take place in compliance to the following evaluation grid:- excellent 30 -30 cum laude: very good knowledge of the topics, excellent use of language, excellent capacity of analysis; the student has all the competences to apply theoretical knowledge to real cases for which possible solutions are provided, also suggesting multiple alternatives;- very good 26-29: good knowledge of the topics, good use of language, good capacity of analysis; the student is sufficiently able to apply theoretical knowledge to real cases for which solutions are provided.- good 24-25: Basic knowledge of the main topics, fairly good use of language, the student shows limited ability to apply theoretical knowledge to real cases for which solutions are provided.-satisfactory 21-23: the student does not have complete command of the main teaching topics, although demonstrating he/she possesses the basic knowledge; he/she shows acceptable use of language albeit with a poor ability to adequately apply acquired theoretical knowledge;- sufficient 18-20: minimal knowledge of the main teaching topics and technical language; limited or no capacity to adequately apply acquired theoretical knowledge;- insufficient outcome: the student does not have an acceptable knowledge of the contents of the various topics of the program. Compensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation.</p>
EDUCATIONAL OBJECTIVES	<p>Consistent with the aims of the course described in the SUA which provides that the student acquires knowledge of psychodiagnostic and psychopathology and the ability to use the knowledge on the psychic life of individuals and groups to care for the distress and the promotion of psychic well-being, the course will address the different theoretical framework, diagnostic tools and clinical-psychological intervention strategies for adolescents. The course will be taking into account research, theoretical and methodological aspects, and practical aspects.</p>

TEACHING METHODS	Lessons, practical exercises, role play. 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> <ul style="list-style-type: none"> - Riva Elena, Ferite e ricami nella clinica dei disturbi alimentari. L'arte del Kintsugi, Mimesi, 2016 - Lancini M., Cirillo L., Scodreggio T., Zanella T., L'adolescente. Psicopatologia e psicoterapia evolutiva, Raffaello Cortina Editore, Milano, 2020 - Miscioscia D., I valori degli adolescenti. Nuove declinazioni degli ideali e ruolo educativo degli adulti. Franco Angeli, Milano, 2021 - Nicolò A.M., Rotture evolutive. Psicoanalisi dei breakdown e delle soluzioni difensive. Raffaello Cortina Editore, Milano, 2021 - Vanni Fabio, La consultazione psicologica con l'adolescente. Il modello psicoanalitico della relazione, Franco Angeli, Milano, 2015 - Maggiolini Alfio, Senza paura, senza pietà. Valutazione e trattamento degli adolescenti antisociali, Raffaello Cortina Editore, Milano, 2014 - Lancini Matteo, Madeddu Fabio, Giovane adulto, Raffaello Cortina Editore, Milano, 2014 - Spiniello R , Piotti A , Comazzi D, Il corpo in una stanza. Adolescenti ritirati che vivono di computer, Franco Angeli, Milano, 2015. - Lancini Matteo, Il ritiro sociale negli adolescenti. La solitudine di una generazione iperconnessa, Raffaello Cortina 2019 - Di Lorenzo Mauro, Giovani adulti in crisi. Comprendere e affrontare gli ostacoli nel percorso formativo, Franco Angeli, 2024 - Riva Crugnola Cristina, Diventare giovani adulti. L'approccio psicodinamico a livello evolutivo e clinico, Raffaello Cortina, 2024 <p>Durante il corso verranno forniti report e articoli tratti da riviste scientifiche nazionali e internazionali.</p>

SYLLABUS

Hrs	Frontal teaching
10	Adolescence and developmental tasks. The Self and the individuation process Interpretive models and clinical approach
8	From assessment to the therapeutic project plan. Interpretative models and interventions
Hrs	Practice
15	Tools and methods for the diagnosis and clinical assessment of gender incongruence and gender dysphoria. Case reports and protocols. Psychotherapeutic intervention approach. Clinical cases discussion Clinical psychological intervention and psychotherapy. Case reports.