# . - Technical and Methods of Diagnosis in Clinical Intervention

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***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

*Knowledge and understanding*

The course aims to introduce the theoretical and practical elements used in formulating psychological diagnoses, taking into account the contexts in which they are carried out and the relationship with the clinical/therapeutic intervention. In particular, a number of clinical thought and work methods will be provided in order to use and integrate the information gained from the interview and the tests in order to use and integrate the information gained from a clinical interview and any tests so as to then produce diagnostic knowledge and identify appropriate strategies for psychological intervention.

*Ability to apply knowledge and understanding*

At the end of the course, students will be able to:

1. Know and interpret some of the main psychodiagnostic tests (MMPI 2-rf; some Rorscharch R-PAS domains; Drawings);
2. Discuss differing information among themselves in a methodologically relevant way in order to understand relevant psychological information on the life experiences of people through the main phases of life (childhood, adolescence, adulthood);
3. Communicate in writing the main cognitive elements that arise from psychological and psychodiagnostic interviews.

***COURSE CONTENT***

The course aims to investigate the following topics:

Unit 0: Introduction

* Differences between nosography and diagnosis;

Unit 1: Understand

* The useful diagnosis: definition and characteristics of a working method;

Unit 2: Elaborate

* The construction of a psychological diagnosis: objectives, settings and tools;

Unit 3: Apply

* Introduction to the MMPI-2 RF tests; Rorschach; Drawing of the Human Figure and Drawing of the Family. A knowledge of the tools dealt with in other courses is also required: FLS or Joint Drawing of the Family.

***READING LIST***

* McWilliams N., *La diagnosi psicoanalitica* 2011 Astrolabio pp. 1-180
* Gennari M., Tamanza G., *Il disegno congiunto della famiglia. Uno strumento per l’analisi delle relazioni familiari*, FrancoAngeli, Milano, 2012
* Handouts and slides MMPI-2/RF and Rorschach R-PAS
* Giromini, l., Zennaro, a. (a cura di) (2019). *Il test di Rorschach: Applicazioni e ambiti di intervento nel terzo millennio*. Bologna: Il Mulino. (Chap. I, II, V)
* Chudzik, L., Fantini, F., Durosini, I., Gennari, M., & Aschieri, F. (2017). Come integrare i risultati dei test self-report e dei test di tipica performance? Il caso del Minnesota Multiphasic Personality Inventory-2 (MMPI-2) e del test di Rorschach in Psicologia clinica dello sviluppo, 21(3), 503-514. doi: 10.1449/88505
* RECOMMENDED:
  + *Psichiatria per problemi* (first 3 chapters, Tatarelli, 2004 Giovanni Fioriti editore) pagg.1-60
  + *Legami generazionali. Strumenti di assessment clinico* (Cigoli, Scabini, Gennari, Tamanza, Edra, Milano, 2018) pp. 57-127

***TEACHING METHOD***

Workshop-based and practical tutorials conducted in small groups, alternating with frontal lectures or critical readings of the cases presented. Students' personal involvement and critical sharing of observations are expected. At least one individual written test is envisaged before the exam.

Those who are unable to attend lectures must notify the lecturer in good time (at least one month before the course starts), in order to be remotely supervised (via email) for exam preparation.

***ASSESSMENT METHOD AND CRITERIA***

The exam involves the written analysis of clinical material accompanied by some of the information that emerged from the test assessment, with the aim of conducting a psychological diagnosis and developing an intervention proposal; an interview will follow involving comment on and in-depth analysis of the written document.

The assessment criteria include:

1. Relevance and amount of psychological information extrapolated from an anamnestic interview and a test tool.
2. Ability to integrate the information arising from data analysis and transform it into psychological knowledge according to the main theoretical paradigms and main concepts of psychological diagnosis from a psychodynamic perspective.
3. Complexity and frequency of the diagnostic elements produced.

The final mark is based on the sum of the diagnostic elements identified by the student, meaning that the total possible for each exam is 30/30. A distinction will be awarded according to the organic nature, completeness and linguistic-expressive competence shown by the student in the formulation of their case.

***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of clinical psychology, dynamic psychology, developmental psychology and demand analysis.

There is no difference in the programme for students not attending lectures; they will have at their disposal the training material used during the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.