# Psychology of Adolescence

## Prof. Emanuela Confalonieri

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

The course aims to provide students with in-depth knowledge of psychology of adolescence, identity construction and the theoretical and applicative implications in different contexts, namely, school (in terms of learning, and orientation for the future), peer groups (in terms of the role of socialisation and experimentation) and family (from the perspective of a close look at education styles and their repercussions of children’s psychosocial adaptation).

At the end of the course, students will recognise the key elements of adolescent development from a psychological perspective, both its typical aspects and some atypical situations, so as to be able to identify risk and protection factors underpinning different stages of development.

Students will also possess knowledge and understanding of some possible modes of psychological and educational intervention with adolescents as well as the right tools to use with particular emphasis on promoting wellbeing and good health.

***COURSE CONTENT***

The topic of adolescence will be explored in depth, starting with what are considered the developmental tasks of this stage in life: physical and bodily development and its psychological implications, cognitive development (with attention to the latest neuroscientific findings), emotional development, and development linked to relational contexts (family, peers and school) with particular attention to sentimental relationships. Certain topics related to atypical development of adolescence will also be covered; these will include some of the most common at-risk behaviours in adolescence (eating disorders, risky behaviours in romantic relationships, new addictions), seen in terms of their psychological and identity-forming significance.

Specifically, the programme will be arranged as follows:

Unit 0: Introduction to adolescence

* Historical conceptualisation of adolescence
* The construction of identity: theoretical models
* Developmental tasks of adolescence

Unit 2: Physical-bodily and sexual development

* Physical development
* The development of secondary sexual characteristics
* Psychological repercussions of physical-bodily development
* Romantic relationships in adolescence

Unit 3: Cognitive and emotional development

* Theoretical and neuropsychological models
* Emotional development
* Moral development

Unit 4: Adolescence and psychosocial processes

* Parents and teenage children
* Peer group
* School

Unit 5: Adolescence and risky behaviours

* Psychological assessment and intervention in adolescence
* Dating violence
* Eating disorders
* Anti-socialism and juvenile deviance
* Addiction in adolescence
* Prevention in adolescence

***READING LIST***

For the path based on lecture contents:

1. Course contents (slides, lesson notes, classroom works)
2. E. Confalonieri-I. Grazzani Gavazzi, *Adolescenza e compiti di sviluppo*, Unicopli, Milan, 2021 (third expanded edition).
3. E. Cattelino(edited by), *Rischi in adolescenza*, Carocci, Rome, 2012.
4. Choose one of the following:

A. Lo Coco-U. Pace, *L’autonomia emotiva in adolescenza*, Il Mulino, Bologna, 2009.

F.E. Jensen, *Il cervello degli adolescenti*, Mondadori, Milan, 2015.

E. Confalonieri (edited by), *MI DISEGNO Uno strumento per la valutazione dell’immagine corporea in adolescenza*, Unicopli, Milan, 2011.

E. Confalonieri-M.G. Olivari (edited by), *Questioni di cuore. Le relazioni sentimentali in adolescenza: traiettorie tipiche e atipiche*, Unicopli, Milan, 2017.

E. Confalonieri (edited by), *Love skills in adolescenza*, 2020, Milano: F. Angeli

Genta M.L. *Adolescenti in trappola. Come aiutarli a muoversi tra i rischi e le opportunità che offre la rete*, F.Angeli.

Cicognani E., et al (a cura di), *Lavorare con i genitori di adolescenti. Metodi e strategie di intervento*, Carocci.

Maggiolini A., Di Lorenzo M. (a cura di) *Scelte estreme in adolescenza*, Milano: F.Angeli, 2018.

For the text-based path:

1. E. Confalonieri – I. Grazzani Gavazzi, *Adolescenza e compiti di sviluppo*, Milano, Unicopli, 2021 (third expanded edition).
2. E. Cattelino (edited by), *Rischi in adolescenza*, Roma, Carocci, 2012.
3. One book chosen from the list:

A. Lo Coco – U. Pace, *L’autonomia emotiva in adolescenza*, Bologna: Il Mulino, 2009.

F.E. Jensen, *Il cervello degli adolescenti*, Mondadori, Milano, 2015.

E. Confalonieri E. (edited by), *MI DISEGNO Uno strumento per la valutazione dell’immagine corporea in adolescenza*, Unicopli, Milano, 2011.

E. Confalonieri – M.G. Olivari (edited by), *Questioni di cuore. Le relazioni sentimentali in adolescenza: traiettorie tipiche e atipiche*, Unicopli, Milano, 2017.

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M.L. Genta, *Adolescenti in trappola. Come aiutarli a muoversi tra i rischi e le opportunità che offre la rete*, F.Angeli.

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A. Maggiolini, M. Di Lorenzo (edited by) *Scelte estreme in adolescenza*, Milano: F.Angeli, 2018.

***TEACHING METHOD***

Class lectures and discussion groups to clarify certain critical points.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed by way of an interview on the institutional part and on the text of their choice; in the interview, students will have to demonstrate the following elements:

1. with reference to knowledge and understanding, their ability to describe and comment on the theoretical models and key constructs presented during the course;

2. with reference to the ability to apply knowledge and understanding, their ability to comment critically on the role of possible individual and social risk and protective factors and their interactions in the life of adolescents, with particular attention to the promotion of well-being and typical development.

The overall assessment will be based on the completeness, relevance and correctness of the student's answers, the appropriateness of the specific terminology used, and their ability to draw links.

***NOTES AND PREREQUISITES***

Students should have basic knowledge, particularly the developmental psychology and social psychology.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

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