**Typical and Atypical Development**

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

The aim of the course is to present a comprehensive background on typical and atypical development, moving from a “process-oriented” approach and focusing contexts of development. The focus is divided into two parts. Typical development will focus on learning, developmental tasks, and how the context of development can have long-term consequences. Atypical development will focus on psychopathology and its correlates in a life-span perspective, and will cover short- and long-term outcomes. Individual, relational and social factors will be taken into account, highlighting their specific and conjoint influence upon pathological versus health outcomes.

*Knowledge and understanding*

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

- understand the most recent theories about typical and atypical development

- know the rationale that leads from atypical development to a clear diagnosis of a pathology

- understand the complex interaction between risk and protective factors in atypical lines of development.

*Applying knowledge and understanding*

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

- take into account the contribution of individual, familial and social influences in promoting or hindering development in the life span

- identify the correct instruments to take care of atypical development

- formulate hypotheses about eventual diagnosis of maladaptive outcomes;

***COURSE CONTENT***

Typical Development:

The Typical Development section will be divided into two modules. In the first module, it will cover general processes that underlie both typical and atypical development, including:

Unit 1: Development models and typical trajectories.

Learning processes

Developmental Tasks

Risk and Resilience models

Because children spend more time with electronic media than they do in school or any other activity, the second module will cover the effects of mass media on children, including:

Unit 2: Interaction with the media and developmental effects.

Advertising for unhealthy behaviours

Media violence and the development of aggression

Video game addiction

Atypical Development:

The Atypical Development section will be divided into two modules. In the first module, it will cover the theoretical background of typical and atypical development, in various settings.

Unit 3: Transactional approach to development trajectories.

Models of psychopathology

Diathesis/stress trajectories of psychopathology (e.g. coping with stress)

Methods and techniques for assessing family functioning between risk and protection.

Methods and techniques of assessing psychopathology in development

The second section will address specific forms of atypical development, also focusing on developmental trajectories characterised by resilience outcomes despite risk factors at different levels.

Unit 4: Forms of atypical development.

Autistic spectrum disorders

Substance and behavioural addiction

Mood disorders

***READING LIST***

Reading list for the path based on lecture content:

Lectures by lecturers

A. Zennaro, *Lo sviluppo della psicopatologia,* Il Mulino, 2011.

P. Di Blasio (a cura di), *Tra rischio e protezione,* UNICOPLI, 2005.

Anderson-Gentile-Buckley, *Videogiochi violenti. Effetti su bambini e adolescenti,* Centro Scientifico Editore, 2008.

Additional material in Italian and English provided by the lecturers.

Reading list for the text-based path:

A. Zennaro, *Lo sviluppo della psicopatologia*, Il Mulino, 2011.

P. Di Blasio (a cura di), *Tra rischio e protezione*, UNICOPLI, 2005.

Anderson-Gentile-Buckley, *Videogiochi violenti. Effetti su bambini e adolescenti*, [Centro Scientifico Editore](http://www.ibs.it/editore/Centro%2BScientifico%2BEditore/centro%2Bscientifico%2Beditore.html), 2008

Inguglia-Lo Coco, *Resilienza e vulnerabilità psicologica nel corso dello sviluppo*, Il Mulino, 2013.

***TEACHING METHOD***

Lectures, group discussions on given themes, case studies.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam consisting of four open-ended questions on the various programme parts. The questions will cover the entire exam programme and will be formulated with reference to specific topics.

1. With reference to knowledge and understanding, the student will be asked to illustrate the social and psychological framework of gender-based violence, the risk detection criteria, the psychological consequences on victims and children and, finally, the protection strategies of victims and multidisciplinary care.

2. With reference to the ability to apply knowledge and understanding, the student will be asked, in response to the questions, to provide applicative examples relevant to what they've learnt.

Assessment criteria

In assessing the student's knowledge, consideration will be given to the completeness, relevance and correctness of their answers, as well as the appropriateness of the language used. The answers to the open-ended questions will be given a mark from 0-3, based on the following criteria:

0 = missing or incorrect answer.

1 = answer with sporadic and unsystematically correct elements, overall mostly incorrect, irrelevant and ineffectively presented content.

2 = answer correctly contextualised with sufficient but incomplete content, some incorrect elements ineffectively or incompletely presented.

3 = correct, well presented, relevant and consistent answer.

To pass the exam, students will have to obtain a minimum sufficient rating on all questions.

***NOTES AND PREREQUISITES***

*Prerequisites*

Students need to possess a basic knowledge about developmental psychology and clinical psychology.

Should the current Covid-19 health emergency 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 notice board.