Psychopathology

## Prof. Davide Margola

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course has the following objectives:

1. illustrate the study of psychopathology from the perspective of the diagnostic models most frequently used in clinical practice;
2. introduce the methodology and techniques of clinical reasoning in a descriptive-dimensional sense and, more specifically, in a structural-dynamic sense;
3. clarify the link between case construction and patient care;
4. delineate the action of taking charge, considering the relational matrix of any psychic treatment intervention.

At the end of the course, students will be able to grasp the common matrix underlying the very varied field of psychopathology, in its many forms (individual-relational, reactive-transitory, structural-personality, deficit-disease). This matrix and knowledge of it represent the essential prerequisite of any form of clinical intervention, as well as being the foundation for understanding the complexity of the patient and his personality.

COURSE CONTENT

The course topics will be divided into four teaching units.

1. The main diagnostic systems (ICD, DSM, PDM) will be compared in order to better clarify the field of psychopathology and the turning points along the psychopathological *continuum* in its multiple branches (e.g., neurosis-borderline-psychosis; neurosis-heterogeneity-psychosis; neurosis-perversion-psychosis; masochism-narcissism-autism; states-traits-otherworlds).
2. From both the nosographic-categorical and dynamic-functional point of view, the main clinical disorders and the entire range of personality organisations will be analysed.
3. The topic of psychopathology will then be outlined from the perspective of the theory of links and the life cycle.
4. Finally, a basic question will be addressed, which can be summarised as follows: is there a common matrix of psychopathology attributable to the subject's inability to deal with the Other and his otherness and to develop 'intimate' relationships?

The presentation of a number of clinical cases will supplement the theoretical-conceptual pathway outlined above.

READING LIST

A.P.A. (2023). *Criteri diagnostici. Mini DSM-5-TR*, Raffaello Cortina, Milan (certain chapters from Section 2 of the Manual, which will be indicated during the course).

McWilliams, N. (2012, revised and expanded 2nd ed.). *La diagnosi psicoanalitica*, Astrolabio, Rome.

A third text will be chosen from a list of recommended volumes, according to the different courses of study pursued in the last two didactic units (Unit 3 and Unit 4). This list will be made available in the Notices section of the Blackboard platform.

The course slides can be found in: Margola, D. (2013-2020). *Introduzione alla psicopatologia. Dalla nosografia individuale al legame di coppia*, EDUCatt, Milan.

TEACHING METHOD

Frontal lectures.

ASSESSMENT METHOD AND CRITERIA

Oral exam. Both the student's theoretical and critical learning will be assessed, alongside their ability to present and argue the various topics addressed during the course and in the texts indicated in the reading list. In addition to this, their mastery of the clinical-psychopathological vocabulary will be assessed, alongside their ability to establish links between the various key arguments.

NOTES AND PREREQUISITES

As this is not an introductory course, students will require in-depth knowledge of the basic notions of clinical psychology, dynamic psychology and developmental psychology. Specific suggestions will be provided during the course on readings that will help consolidate this preliminary knowledge.

Further information can be found on the lecturer's webpage at https://docenti.unicatt.it/ppd2/it/docenti/85082/davide-cammisuli/didattica, or on the Faculty notice board.