# Psychology evolutionary trajectories: risk & psychopathology

# Prof. Michela Zanette

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

The course aims to promote the knowledge of the main stages of child development from an evolutionary perspective related to emotional-relational steps, according to the latest developmental models.

Particular attention will be paid to the aspects of habilitation and rehabilitation, therefore with a focus on relational aspects (family, school, social environment, specialised teams), considered as an integral part of growth, fundamental for the building of a ‘therapeutic environment’.

The course will explore the main neurodevelopmental disorders, in order to learn how to identify the main clinical features that can be used to plan *ad-hoc* interventions in the fields of education and rehabilitation.

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

* identify the typical and atypical features of neuropsychological development;
* know the main methods/areas of rehabilitation/psycho-educational interventions in the neurodevelopmental field;
* observe the most important relational aspects for the planning of an educational intervention in a situation of atypical development, and join the team work for the construction of a therapeutic environment;
* become familiar with the Piano Riabilitativo Individualizzato (PRI or Individualised Rehabilitation Plan) and its integration with the Piano Didattico Personalizzato (PDP or Personalised Didactic Plan)

***COURSE CONTENT***

* Child Neuropsychiatry in Italy: the work of the multidisciplinary team of specialists.
* The stages of motor and emotional-relational development as a starting point for the planning of a customised intervention
* Neurodevelopmental disorders (Specific Language Impairment, Learning Difficulties) : clinical features and aspects related to habilitation and rehabilitation
* Intellectual Disability and Special Educational Needs (BES in Italian) : clinical features and modes of intervention
* Autism Spectrum Disorder: clinical classification and the main strategies of intensive and integrated psycho-educational intervention
* Externalising Disorders in child and adolescent development: Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder, Conduct Disorder : clinical features of children with behavioural disorders, with a focus on the school environment and the modes of intervention at school.
* Internalising Disorders (Anxiety, Phobias, Obsessive-Compulsive Disorder, Depression): clinical features and guidelines for psycho-educational interventions.
* Psychosomatic disorders

***READING LIST***

R. Militerni, *Neuropsichiatria Infantile* (6th edition- Editrice Idelson-Gnocchi), 2019.

F. Celi – D. Fontana *Psicopatologia dello sviluppo. Storie di bambini e psicoterapia ed : McGraw-Hill Education,* 2015.

N. Midgley-V. Ioanna (edited by), *La mentalizzazione nel ciclo di vita,* Cortina Editore.

R. Tambelli, *Manuale di psicopatologia dell’infanzia,* il Mulino, Bologna, 2017.

***TEACHING METHOD***

The course will be characterised by frontal lectures with PowerPoint presentations. The teaching material for students will be optimised thanks to the support of Blackboard platform, available on UCSC website.

***ASSESSMENT METHOD AND CRITERIA***

Oral exam. It aims to assess the knowledge and understanding of the topics analysed. In particular, students will be evaluated on the basis of their knowledge of the most significant theoretical orientations in the field of child psychopathology and the main integrated psycho-educational intervention strategies, the quality of the argumentation, and the use of an appropriate terminology.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

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