-. Atypical Developmental Psychology: Prevention and Intervention

Prof. Annella Bartolomeo - Prof. Alessandra Rampani

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with a theoretical framework of atypical developmental psychology in relation to the main contexts in which the child grows and the relationships in which he is inserted from birth, with particular attention to early childhood.

The risk and protection factors involved and the main tools and methods of prevention and intervention, with particular reference to the child and the main relational and educational contexts in which he is inserted, will be the subject of specific in-depth study, both in the first and second modules.

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

* know and understand the specific issues of atypical development in childhood and adolescence, with a particular focus on early childhood;
* grasp the specificities of relational and educational contexts, with particular attention to risk and protection factors;
* use their knowledge relating to the observation and recognition of atypical situations in childhood development, and explore in depth the main preventive and specific interventions for each of them;
* implement and design preventive interventions with reference to the methods, recipients and professionals involved for each intervention.

COURSE CONTENT

The course is organised into two modules:

**Module 1:** Prof. Annella Bartolomeo

This module is dedicated to the topic of prevention, and presents the theoretical foundations of atypical development. It makes reference to the specificities of the different contexts in which the child is inserted, with a special focus on early childhood and the child-caregiver relationship.

Students will be introduced to the theoretical and methodological problems of atypical developmental psychology, through the most relevant and current orientations. In particular, the different characteristics of the child's life contexts will be explored in order to highlight their resilience resources.

Group work and tutorials will be carried out in order to explore more deeply the issues in question and develop an ability in preventive design.

**Module 2:** Prof. Alessandra Rampani

This course module is mainly dedicated to intervention in atypical development. The main diagnostic frameworks related to disabilities and developmental disorders, as well as the main tools available and applicable in educational, family or clinical contexts, will be presented.

Through in-depth analysis, videos and case presentations, the student will be able to familiarise themselves with practical examples taken from different educational contexts. Students will be able to test their skills and learn the main tools for critically evaluating different intervention perspectives. Group exercises will be proposed and the sharing of experiences gained in the educational field will be encouraged.

For each topic, we will consider the relationship between the child/teenager, the family and the different educational realities in which they are inserted, with particular reference to the emotional relationships with the main caregivers.

READING LIST [[1]](#footnote-2)

For Module 1

* P. Venuti, *Percorsi evolutivi: forme tipiche e atipiche*, Carocci, Rome, 2007.
* N. Midgley - I. Vrouva, *La mentalizzazione nel ciclo di vita. Interventi con bambini, genitori e insegnanti.* Raffaello Cortina Editore, Milan, 2014 (chapters 1, 2, 3, 9, 10, 11).[*Bought from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/la-mentalizzazione-nel-ciclo-di-vita-interventi-con-bambini-genitorie-insegnanti-9788860306388-205302.html)
  + Presentations and articles provided during lectures and made available on the Blackboard platform.

For Module 2

* M. Zanobini - MC Usai, *Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento,* *8th Ed. Expanded*, FrancoAngeli, Milan, 2019.[*Bought from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/psicologia-della-disabilita-e-dei-disturbi-dello-sviluppo-elementi-di-riabilitazione-e-dintervento-9788891787286-674330.html)
* A. Marchetti - E. Bracaglia - G. Cavalli - A. Valle, *Comportamenti a rischio e autolesivi in adolescenza. Il questionario RTSHIA di Vrouva, Fonagy, Fearon, Roussow.* FrancoAngeli, Milano, 2013.[*Bought from VP*](https://librerie.unicatt.it/scheda-libro/comportamenti-a-rischio-e-autolesivi-in-adolescenza-9788820415983-182549.html)
  + Presentations and articles provided during lectures and made available on the Blackboard platform.

TEACHING METHOD

The course includes frontal lectures in which the various theoretical topics and some empirical research on topics of interest will be presented. Students will be offered video content, guided tutorials in small groups and discussion points on the most current issues.

ASSESSMENT METHOD AND CRITERIA

An oral exam aimed at assessing students' knowledge and understanding of the course contents, the clarity of their presentation and their ability to draw links between the various issues addressed when applied to different contexts.

The oral exam includes a first part that assesses the student's knowledge and competence concerning the first module, and a second part that assesses their knowledge and competence concerning the second module. The final mark is based on the average of the marks awarded for the two interviews.

Assessment objectives:

* acquisition of notions relating to the psychology of atypical development, prevention and intervention;
* understanding of key concepts;
* ability to apply appropriate methods and interpersonal sensitivity in relationships with different interlocutors and other professionals;
* ability to critically reflect on what has been learned, draw links with similar issues, apply the theoretical notions to concrete phenomena, and reflect on the exercises performed during the course.

NOTES AND PREREQUISITES

There are no prerequisites for attending the course. However, prior preparation in Life Cycle Psychology and/or Childhood Psychology may facilitate the understanding of some of the concepts.

Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.

1. The texts indicated in the reading list may be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-2)