

<b>General Information</b>	
Academic subject	Assessment procedures for child development and interventions to promote positive parenting
Degree course	Master Degree in Clinical Psychology
Curriculum	---
ECTS credits	12
Compulsory attendance	No
Language	Italian

<b>Subject teacher</b>	<b>Name Surname</b>	<b>Mail address</b>	<b>SSD</b>
	Gabrielle Coppola	gabrielle.coppola@uniba.it	M-PSI/04

<b>ECTS credits details</b>	12		
Basic teaching activities	80 hours of frontal lessons and practical exercises		

<b>Class schedule</b>	
Period	First semester; lessons starting the 7 <sup>th</sup> of October 2019
Year	2019-2020
Type of class	Lecture- workshops

<b>Time management</b>	
Hours measured	60 minutes
In-class study hours	80
Out-of-class study hours	220

<b>Academic calendar</b>	
Class begins	7 <sup>th</sup> October 2019
Class ends	31 <sup>st</sup> January 2020

<b>Syllabus</b>	
Prerequisite requirements	
Expected learning outcomes (according to Dublin Descriptors)	<p>Knowledge and understanding of the observational procedure of child development and of the main procedures and instruments to assess child's cognitive, neuropsychological, communicative-linguistic, social, emotional and affective development.</p> <p>Applying knowledge and understanding: 1. ability to read and interpret the protocols of the main instruments for the child's psychological assessment; 2. Ability to use during simulated experiences in the classroom, the main techniques for the child's psychological assessment and intervention procedures to promote positive parenting.</p> <p>Making informed judgements and choices: 1. capacity to observe and assess children's and caregivers' behaviours in daily contexts; 2. Capacity to project and implement an intervention protocol to support parenting according to the child's and caregiver's needs.</p> <p>Communicating knowledge and understanding: 1. Expertise in using the subject's specialized language.</p>

	<p>Capacities to continue learning: 1. Ability to project, elaborate, conduct and communicate an assessment procedure of child's psychological functioning; 2. Capacity to project an intervention to support parenting and test its efficacy.</p>
<p>Contents</p>	<p>The first part of the course will be devoted to the description of the basics of child observation methodologies and of the main procedures and instruments to assess child's psychological functioning in the following domains: cognitive, neuro-psychological, communicative-linguistic, affective and socio-emotional. The following instruments/procedures will be analyzed during frontal lessons and practical experiences:</p> <ul style="list-style-type: none"> <li>-assessment procedures during the neonatal age and infancy (NBAS and Bayley Scales);</li> <li>-Intelligence scales (Wechsler Intelligence Scale for Children-IV);</li> <li>- the child's neuropsychological assessment;</li> <li>- the assessment of communicative and linguistic skills;</li> <li>- temperamental questionnaires;</li> <li>-the assessment of the quality of caregiver – child attachment relationship with a specific focus on: <ul style="list-style-type: none"> <li>- Strange Situation Procedure for infant's attachment</li> <li>- Attachment Q-sort for child's attachment security to the caregiver and professional caregiver</li> <li>- Adult Attachment Interview for the caregiver's attachment models</li> <li>- Emotional Availability Scales for the quality of caregiver – child interaction</li> </ul> </li> <li>-The assessment of child's psychological wellbeing, emotional competence and functioning in the school context, with a specific focus on sociometric techniques for child's social status, the Child Behavior Checklist (CBCL) and Strengths and Difficulties Questionnaire (SDQ) for child's emotional and behavioral problems.</li> </ul> <p>Following the description of these assessment procedures, the main neurodevelopmental disorders and outcomes of traumatic development trajectories will be introduced, as well as the main diagnostic instruments.</p> <p>The second part of the course will be devoted to the description of the functions related to a healthy and at –risk parenting (e.g., foster care, parenting sick children), of the procedures for their assessment and of the main evidence – based protocols to promote positive parenting. The following protocols will be described in detail:</p> <ul style="list-style-type: none"> <li>- Videofeedback to Promote Positive Parenting</li> <li>- Circle of Security</li> <li>- Parent Training</li> <li>- Interventions to support foster care</li> </ul>
<p>Course program</p>	
<p>Bibliography</p>	<ul style="list-style-type: none"> <li>➤ Bonichini. S. (2017). <i>La valutazione psicologica dello sviluppo. Metodi e strumenti</i>. Roma: Carocci</li> <li>➤ D'Odorico L. e Cassibba R. (2001). <i>Osservare per educare</i>. Roma: Carocci.</li> <li>➤ Cassibba e Elia L.(2007). <i>L'affidamento familiare. Dalla valutazione all'intervento</i>. Roma: Carocci Faber.</li> <li>➤ Lionetti F. e Lambruschi F. (2016). <i>La genitorialità. Strumenti di valutazione e interventi di sostegno</i>. Roma: Carocci Editore (chapter 2 is excluded).</li> </ul>

Notes	----
Teaching methods	Frontal lessons, practical exercises in the classroom; discussion of videos
Assessment methods	Written exam, with open questions
Further information	For those attending the lessons, it will be possible to divide the exam in two intermediate exams