

General Information	
Academic subject	SYSTEMIC-RELATIONAL MODELS IN CLINICAL INTERVENTIONS TO SUPPORT THE INDIVIDUAL AND FAMILY
Degree course	PSYCHOLOGY
Curriculum	/
ECTS credits	6
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address	SSD
	De Caro Maria, Fara	maria.decaro@uniba.it	M-PSI/08
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ECTS credits details	6		
Basic teaching activities	CLINICAL PSYCHOLOGY		

Class schedule	
Period	II Semester
Year	I
Type of class	Lecture- workshops and laboratories

Time management	
Hours measured	60 min.
In-class study hours	40
Out-of-class study hours	110

Academic calendar	
Class begins	March 2022
Class ends	May 2022

Syllabus	
Prerequisite requirements	
Expected learning outcomes (according to Dublin Descriptors)	<p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> The students will acquire advanced theoretical knowledge and specific operational skills to address the study and analysis of the epistemological, methodological and procedural foundations of the clinical psychology applied to the individual and the family. Each learner must reach a thorough knowledge and understanding of the main basic constructs of the discipline, with reference to the research methods and clinical-therapeutic intervention techniques to support the development processes (clinical interview, clinical case-work, observation, assessment, diagnosis, clinical intervention programs, etc.). More specifically, the students have also to acquire specific knowledge about the clinical-psychological processes that produce normal and pathological development, showing the ability to understand the outcomes of the dysfunctionality of early relationships in structuring the individual and family development processes.

Applying knowledge and understanding

- The students will acquire the necessary skills for the application of the learned constructs to the analysis of clinical cases, highlighting the ability to interconnect the level of theoretical and methodological knowledge acquisition to the practical and empirical level, related to the capacity to make a diagnosis, to carry out a proper case analysis, to structure specific therapeutic interventions. The learners will therefore gain a specific understanding applied to the proposed study's objects, through the critical revision of the contents transmitted during the lectures, seminars and practical-interactive activities that will be organized, and through the study of texts and materials that will be provided by the teacher.

Making informed judgements and choices

- The students have to acquire the ability to use skills and practical experiences to draw their own conclusions in the evaluation of clinical cases and situations that have a relevant interest for the development clinical-psychology. The course aims to provide the tools to achieve autonomy in making judgment, aimed at building models of reading, analysis and interpretation of the developmental clinical psychology issues. The learners should therefore be able to make judgments and decisions based on the research results and on the techniques put in place for the resolution of complex cases.

Communicating knowledge and understanding

- The students will acquire the ability to communicate knowledge and personal conclusions regarding the evaluation of clinical cases and situations that have a relevant interest for the development clinical-psychology. They must also demonstrate adequate skills in order to use the tools for the communication and the management of clinical data (construction of clinical reports, compilation of clinical observation's grid, diagnostic protocols, etc.). The Learners will also acquire the ability to present and argue the interpretative hypotheses on clinical cases, demonstrating competence in improving procedures and treatments oriented to achieve specific objectives in relation to other clinical and psychological interventions.

Capacities to continue learning

The course aims to develop learners' abilities to manage the typical problems of adult clinical psychology, through the analysis of specific clinical cases. The students must demonstrate, therefore, the achievement of an adequate learning skill, considered both as maintenance and development of knowledge imparted during the course's lectures, both as an autonomous study and acquisition of

	additional knowledge and theoretical and methodological skills for the psychological work.
Contents	<ul style="list-style-type: none"> • General theory and clinical intervention models of systemic family therapy and cognitive-behavioral targeted to the individual and the family <ul style="list-style-type: none"> ○ The origin and development of the clinical cognitive theory and therapy of systemic family ○ Efficacy, aims and methods of therapy-systemic family therapy and cognitive-behavioral ○ The therapeutic relationship • Technique <ul style="list-style-type: none"> ○ evaluation (of the problematic content and family dysfunction) ○ the intervention (change of problematic content, intervention on the meta-cognitive functions) ○ The adjustment of the therapeutic relationship
Course program	
Bibliography	<ul style="list-style-type: none"> • Siegel, D. J. (2013). La mente relazionale. Raffaello Cortina Editore. • Andolfi, M. (2015). La terapia familiare multigenerazionale. Raffaello Cortina Editore. • Cancrini, L. (2013) La Cura delle Infanzie Infelici. Raffaello Cortina Editore.
Notes	Didactical materials provided during the lectures and published on the teacher's website
Teaching methods	The course involves the use of lectures and experiential-interactive and participatory methodologies: group work, discussion of clinical cases in small and large groups, role-playing, workshops, laboratories, providing the possible involvement of professional experts for the practical presentation of the different intervention techniques in the field of adult and family clinical psychology.
Assessment methods	<p>The following evaluations/assessments are provided:</p> <p>a) initial assessment (at the beginning of the course) aimed at detecting the input-skills through the administration of a specific test;</p> <p>b) on-going evaluation, which aims to monitor the acquisition of the specific teaching modules contents, through an intermediate examination;</p> <p>c) final evaluation, oriented to the final students assessment regarding the Dublin's descriptor (knowledge and understanding, applied knowledge and understanding, making judgment, communication skills, learning skills) trough a final examination.</p>
Further information	