



UNIVERSITY OF L'AQUILA



Department of Health, Life and
Environmental Sciences

2nd Cycle Degree in **APPLIED, CLINICAL AND HEALTH PSYCHOLOGY**

Laurea Magistrale in
PSICOLOGIA APPLICATA, CLINICA E DELLA SALUTE

Course Catalogue

Academic year starts the last week of September and ends the first week of June.

1st Semester - *Starting date:* last week of September, *end date:* 3rd week of January

2nd Semester - *Starting date:* last week of February, *end date:* 1st week of June

Exams Sessions: I) from last week of January to 3rd week of February, II) from 2nd week of June to end of July, III) from 1st to 3rd week of September.

Comprehensive Scheme of the 2nd Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY				
Track "CLINICAL AND HEALTH PSYCHOLOGY"				
YEAR	CODE	COURSE	Credits (ECTS)	Semester
I	P0020	Individual and group psychotherapy	12	1-2
	P2P005	Psychology and psychopathology of Sexual Behaviour	5	1
	P2P013	Health psychology	5	1
	P0104	Psychoanalytic therapy	6	1
	P0129	Neuropsychology and language development	11	1-2
	P0101	Methods and instruments for diagnostic evaluation	6	2
	P0102	Cognitive Behavioural Therapy and Techniques of Clinical Interviewing	12	1-2
		<i>Optional courses</i>	3	1 or 2
II	P1P040	Psychotropic drugs	6	1
	P0005	Psychiatry and Child Neuropsychiatry	6	1
	P0134	Psychology of Trauma and Addictions	6	2
		<i>Optional courses</i>	5	1 and/or 2
		<i>Other activities (seminars, congresses, lectures etc)</i>	4	1 and/or 2
		<i>Practicum</i>	5	2
		<i>Thesis</i>	20	2

Track “PSYCHOLOGY OF DEVIANT BEHAVIOR AND SEXOLOGY”				
I	P0106	Sexual Reproductive Biology	5	1
	P0109	Psychology of Criminal Behaviour	5	1
	P0112	Psychopathology of Sexual Behavior and Psychoneuroendocrinology	8	1
	P0102	Cognitive Behavioural Therapy and Techniques of Clinical Interviewing	12	1-2
	P0131	Psychology and psychopathology of language and development	9	2
	P0101	Methods and Instruments for Diagnostic Evaluation	6	2
	P0113	Introduction to Forensic Psychology	5	2
		<i>Optional courses</i>	8	1 and/or 2
		<i>Other activities (seminars, congresses, lectures etc)</i>	8	1 and/or 2
II	P0134	Psychology of Trauma and Addictions	12	1
	P0130	Clinical of Paraphilia and Psychodynamic of Sexuality	11	1-2
	P0132	Anthropology and Criminology	5	2
	P2P057	Forensic Psychiatry	4	2
		<i>Other activities (seminars, congresses, lectures etc)</i>	2	1 and/or 2
		<i>Practicum</i>	6	1 and/or 2
		<i>Thesis</i>	27	2
Track “COGNITIVE NEUROSCIENCES”				
I	P0123	Research Techniques in Neurosciences	10	1
	P0056	Research Methodology and Data Analysis	6	1
	P0037	Neuropsychology and Cognitive Processes	11	1-2
	P0127	Biochemistry, Neurochemistry and Genetics of Behavior	9	1-2
	P0119	Central Nervous System Development and Neural Plasticity	4	2
	P2L003	Developmental Psychopathology	4	2
	P0048	Psycholinguistic	5	2
		<i>Optional courses</i>	10	1 and/or 2
II	P0133	Psychoneuroendocrinology and Psychopharmacology	7	1
	P0128	Psychobiology of Motivational Processes, Learning and Action	11	1-2
	P0059	Evaluation and Treatment of Pathological Cognitive Processes	11	1-2
	P0046	Sleep Psychophysiology	5	2
		<i>Other activities (seminars, congresses, lectures etc)</i>	5	1 and/or 2
		<i>Practicum</i>	2	1 and/or 2
		<i>Thesis</i>	20	2

Programme of "PSICOTERAPIA INDIVIDUALE E DI GRUPPO"
"INDIVIDUAL AND GROUP PSYCHOTHERAPY"

This course is composed of two Modules:

1) Group Dynamics: Theory and Techniques; 2) Individual Psychotherapy and Theories of change

P0020, Compulsory

Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st and 2nd semester

Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)

1) GROUP DYNAMICS: THEORY AND TECHNIQUES (6 ECTS, 1st semester)

Teacher: Enrico PERILLI

1	Course objectives	<p>This Module concerns the theoretical and practical aspects of the application of psychoanalytic dynamics in the group dimension. In particular, it deals with the study of all phenomena and distinctive aspects that come into play from the moment we focus on the characteristics and potential of group therapy, even in opposition to dual therapy.</p> <p>Group therapy is a form of psychotherapy that considers the use of clinical intervention in a group setting. This can refer to various theoretical orientations but usually consists of a verbal therapy accompanied by other forms of expression (dance, body, music, art and others) that give it originality and efficacy at the same time. In addition, group therapy can have various purposes (educational, supportive / expressive, support, clinical, rehabilitative, and others) and different areas of the usage (school, hospital and others).</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course intends to illustrate the theories and techniques of group dynamics in psychotherapy. We will discuss the different theoretical and methodological approaches with particular concern to Gestalt therapy, psychodrama Freudian, Lacanian, bioenergy, transactional and analytic theory and practice.</p> <p>Topics of this Module include:</p> <ul style="list-style-type: none"> - characteristics of group therapy, the composition of groups and therapeutic indications and contraindications for its conduct; - reference standards such as space, time, size, and the preparation of the group, the 'approach with patients, with particular attention to those so-called "difficult"; - the leader's role in the various phases of the group, by the insertion at the end, the concept of transference in the group and its differences with respect to the individual therapy, the importance of relationships interpersonal and interpersonal learning; - the differences between psychodrama and drama between work and "in" group, "of" group, and "with" the group. <p>At the end of the course, the student will</p> <ul style="list-style-type: none"> o be able to understand and distinguish the main psychological theories in the field of group dynamics, o be able to identify and distinguish the different stages of evolution of a therapeutic group and its phenomena; o demonstrate knowledge and capacity to discern therapeutic factors of the group o be able to highlight the peculiar characteristics of group therapy in contrast with the dual therapy; o know the various institutional sectors of application of group therapy and be able to distinguish and apply the main techniques of driving of a group; o demonstrate knowledge of not only the therapeutic factors of the group, but also the role of the therapist, his duties and his skill, and his training techniques and approach; o demonstrate capacity to recognize the evolution of historical / cultural group therapy, from the beginning up to the latest developments.
3	Prerequisites and learning activities	<p>One of the basic requirements is a thorough knowledge of dynamic psychology and clinical psychology.</p> <p>In relation to discipline the student must have: the basic skills and understanding of the fundamental concepts of the discipline; the ability to use knowledge and concepts to reason according to the logic of the discipline.</p>
4	Teaching methods and language	<p>Frontal lessons, theoretical seminars for training, experiential groups</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Corbella S., <i>"Storie e luoghi dei gruppi"</i>, Cortina Editore, Milano, 2003</p> <p>-Yalom I., <i>"Teoria e pratica della psicoterapia di gruppo"</i>, Bollati Boringhieri Editore, Torino, 1997,</p> <p>-Ginger S., <i>"Terapia del con-tatto emotivo"</i>, Mediterranee Ed., Roma, 2004</p>

	Assessment methods and criteria	Oral examination
2) INDIVIDUAL PSYCHOTHERAPY AND THEORIES OF CHANGE (6 ECTS, 2nd semester)		
Teacher: Maurizio BRASINI		
1	Course objectives	The course is intended to foster a reflection on psychotherapies in an historical and critical perspective. Thus the main aim is to provide the students with a comparative analysis of the main psychotherapeutic trends and the subtended conceptions: of human psychic apparatus, of its development, of its normal and pathological functioning, of the therapeutic interventions methods and the changes they intend to achieve.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module are:</p> <ul style="list-style-type: none"> - The Psychodynamic Therapy, - The behavioural-cognitive Therapy, - The interpersonal Therapy, - The supportive Therapy, - The group, family and couple Therapy. <p>At the end of the course the students should</p> <ul style="list-style-type: none"> o have a general knowledge of the main psychotherapeutic theories and clinical models of intervention o be able to analyze each psychotherapeutic model in terms of: 1) theory of mind functioning, 2) theory of development, 3) psychopathological mechanisms 4) clinical intervention model and 5) theory of therapeutic change o be able to make a comparison between different psychotherapeutic models based on the abovementioned key features of each psychotherapy.
3	Prerequisites and learning activities	No prerequisites are required.
4	Teaching methods and language	<p>Lectures, open class lectures</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Gabbard Glen O., <i>"Le Psicoterapie"</i>, Cortina. (2010)</p>
5	Assessment methods and criteria	Oral exam

Programme of "PSICOLOGIA E PSICOPATOLOGIA DEL COMPORTAMENTO SESSUALE" "PSYCHOLOGY AND PSYCHOPATHOLOGY OF SEXUAL BEHAVIOR"		
P2P005, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st semester		
Number of ECTS credits: 5 (workload is 125 hours; 1 credit = 25 hours)		
Teacher: Emmanuele A. JANNINI		
1	Course objectives	The aim of the <i>"Psychology and Psychopathology of Sexual Behavior"</i> course is to provide the basic knowledge of physiological and psychological sexual behavior, psychopathological traits and pathology of sexuality and give scientific basis for the sexological counseling and psychotherapeutic approach, through a clinical, eclectic, and holistic vision.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module are:</p> <ul style="list-style-type: none"> - The foundations of the sexual behaviour - Physiology of sexual behavior - Sexology semeiotics - Sexology general medicine - The bases of therapy in sexology - Men sexology special medicine - Women sexology special medicine - Pathologies and therapeutic approaches <p>On successful completion of this course, the student should:</p> <ul style="list-style-type: none"> o Have profound knowledge of physiological and psychological sexual behavior, besides an understanding of male and female sexual disorders and sexological counselling and therapy models; o Understand and explain psychological and biological bases of sexual orientation and gender

		identity; o Be able to apply sexological knowledge in clinical and research contexts; o Demonstrate skill in analysis of symptoms and causes of sexological disorders and the ability to build appropriate programs of (counseling or therapeutic) intervention; o Acquire a clinical language skill in sexological topics; o Demonstrate passion and curiosity for the course topics through reading sexological books and scientific articles.
3	Prerequisites and learning activities	No prerequisite is required for this course
4	Teaching methods and language	Teaching Methods: Lectures, team work Language: Italian Ref. Text books - E.A. Jannini, A. Lenzi, M. Maggi, <i>Sessuologia medica: psicosessuologia e medicina della sessualità</i> . Elsevier-Masson, 2007. This Textbook is a multidisciplinary work directed towards both physicians and psychologists. For the preparation of the exam is not necessary to deepen mnemonically the medical topics. Although each chapter has a sexological interest, the student should omit specifically medical information. - The student must also read and understand another textbook that he can choose from this list: - Cellerino A.: Eros e Cervello. Bollati Boringhieri, 2003. - Clement U.: Terapia sessuale sistemica, Cortina, 2004 - Dettore D.: Psicologia e Psicopatologia del Comportamento Sessuale. McGraw-Hill, 2001. - Giorrello G.: Lussuria. Il Mulino, 2010 - Liggio F.: Trattato moderno di psicopatologia della sessualità. Libreriauniversitaria.it Edizioni, 2010. - Simonelli C. (a cura di): L'approccio integrato in sessuologia clinica. Francoangeli, 2006. - Leiblum S.R., Rosen R.C.: Principles and Practice of Sex Therapy. Guilford Press, 2000. - Miller G.: Uomini, Donne e Code di Pavone. Einaudi, 2002. - Montano A. Psicoterapia con clienti omosessuali. McGraw-Hill, 2000 - Perrella E.: Per una clinica delle perversioni. Francoangeli, 2000 - Camerani C.: Cannibali. Le pratiche proibite dell'antropofagia. Castelvecchi, 2010. - Cooper W., Rev: Sesso estremo I e II. Castelvecchi, 1997, 1997 (2 vol.) - Van Dam C.: The socially skilled child molester. The Haworth Press, 2006. - Oz S.: Overcoming Childhood Sexual Trauma. The Haworth Press, 2006. - Perrella E.: Per una clinica delle perversioni. Francoangeli, 2000 - Simonelli C. (a cura di): Le perversioni sessuali. Francoangeli, 2000. - Imbasciati A.: Perché la sessualità. Piccin, Padova, 2010
5	Assessment methods and criteria	Oral Exam

Programme of "PSICOLOGIA DELLA SALUTE" "HEALTH PSYCHOLOGY"		
P2P013, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st semester		
Number of ECTS credits: 5 (workload is 125 hours; 1 credit = 25 hours)		
Teacher: Dina DI GIACOMO		
1	Course objectives	The educational objectives of health psychology are centered on the development of an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the Module include - analysis of how biological, psychological, and social factors interact with and affect: <ul style="list-style-type: none"> ✓ The efforts people make in promoting good health and preventing illness. ✓ The treatment people receive for medical problems. ✓ How effectively people cope with and reduce stress and pain. ✓ The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. - focus on the role of stress in illness; certain lifestyle factors, such as smoking or weight control; and specific chronic illnesses, such as cancer and heart disease At the end of the course the students should <ul style="list-style-type: none"> o know the biological processes underlying behavior, o know the main strategies for promoting health and preventing illness o Understand how behaviors develop and change throughout the life span,

		<ul style="list-style-type: none"> ○ Know and understand how internal, environmental, and social factors influence behavior, ○ Be able to recognize and analyse individual differences in behavior, including those related to gender, ethnicity, and culture, ○ Explain different perspectives on the origin and treatment of abnormal behavior, ○ Be able to analyze data appropriately and judge the significance of the findings, ○ Be able to critically evaluate psychological research as well as the popular notions of human behavior, ○ Be able to use the primary literature of the field and prepare a clear, organized summary of a topic.
3	Prerequisites and learning activities	The student must know general psychology.
4	Teaching methods and language	Lectures, exercises, homework. Language: Italian/English Ref. Text book. -Zani e coll., <i>Psicologia della salute</i> , Il Mulino Editore.
5	Assessment methods and criteria	Written/Oral exam

Programme of "TERAPIA PSICOANALITICA" "PSYCHOANALYTIC THERAPY"		
P0104, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Roberto FILIPPINI		
1	Course objectives	The course is aimed at making students aware of the main authors and evolutionary models that constitute the psychoanalytic theory, highlighting the strengths and weaknesses of individual theories, aspects of continuity, auditing and differentiation of the various guidelines.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course is an introduction to the thought, content and methodology of psychoanalytic orientation; in particular, it will deal with the birth and evolution of the different theoretical constructs of some authors, Freud, Jung, Adler, Klein, Bion, Winnicott, Kohut, Kernberg, Gilliéron, Racamier, Meltzer, De Masi.</p> <p>Topics of the module include:</p> <ul style="list-style-type: none"> - The symbol and the symbolic dimension. Symbol and concept. Differences and interconnections between different psychic reality levels. Psychic organization and complexity. Psychic reality concept. "Object ", " objective" and "objectual" in dynamic psychology. - The therapy method. The setting . - Sexual drive concept. Psychic dynamics and the necessity of intrapsychic conflict. Intrapsychic and interpersonal conflict. - Jung and Adler perspectives. - The Oedipus complex as an organizer of psychic activity. The structuring of desire and repulsion. The paternal function. The nutritizia and oedipal mother. Psychic organization and psychic reality levels. - Aggressive drive. The negative therapeutic reaction. Death drive in Freud and Neuman. The psychic masochism. - Projective identification and splitting. Projective identification in clinical practice. - The "Self" concept development. The correlation between instinctual and relational elements. Resistance and defenses: concepts evolution and their clinical use. - The dream and its languages in clinical practice. The dream content and the dream experience. The dream and the Self experience. - The concept of psychic trauma in dynamic psychology. - The diagnosis in dynamic psychology. The personality organization as a way of experiencing oneself and the object world concept. Neurotic or "normal operating modes" personalities. Borderline operating modes. Psychotic operating modes. - Transference and countertransference: concepts evolution and their importance in therapy. - Clinical samples will complete the explanation of each of the above-mentioned subjects. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> ○ Know and understand the basics of psychoanalytic thought, in relation to the

		<p>aforementioned personalities who have operated in this area,</p> <ul style="list-style-type: none"> ○ Have profound knowledge of the neurotic (or "normal"), borderline and psychotic personalities modes of operation, ○ Know and understand psychoanalytic clinical diagnostics methodology, ○ Understand how some concepts such as transference and setting are important in terms of therapy, ○ Understand and explain how to apply learned theoretical constructs in clinical practice, ○ Be able to apply knowledge and understanding of theoretical issues related to the authors and to psychoanalytic thought in general and on social, scientific and ethical issues arising from them, ○ Be able to make informed judgments and choices regarding the issues and the essential terminology of psychoanalysis and the meaning of psychoanalytic therapy, ○ Demonstrate ability to use the concepts of the different assumptions about the dynamic processes intrapsychic and interpersonal skills in order to assess the main terms of psychic functioning, ○ Be able to apply learned skills in order to design intervention setting exploitable within the direct services to individuals framework, ○ Be able analyse the behavior of individuals and groups through observation techniques, ○ Be able to evaluate the clinical implications of the psychoanalytic approach to psychopathology, diagnosis and psychotherapy, ○ Demonstrate ability in communicating knowledge and understanding of the authors who contributed to the development of the psychoanalytic movement, of the dissident authors and orthodox Freudians who gave more and more growing consistency to the theoretical original corpus, ○ Demonstrate capacities to continue learning theoretical concepts arising from the literature consultation.
3	Prerequisites and learning activities	The student must know general psychology, psychology of personality and individual differences, psychodynamics.
4	Teaching methods and language	<p>Lectures, team work, report</p> <p>Language: Italian</p> <p>Ref. Text books</p> <p>1) McWilliams N. (1994), <i>La diagnosi psicoanalitica</i>, Astrolabio, Roma, 1999. From page 65 to 115 and from page 251 to 348.</p> <p>2) Filippini R., <i>Avventure e sventure del narcisismo</i>, Edizioni Giuseppe Laterza, Bari, 2006. Chapter 2,3,4,6.</p> <p>3) Freud S. (1915/17, 1932), <i>Introduzione alla psicoanalisi</i>, Boringhieri, Torino, 1969. From page 221 to page 416.</p> <p>4) Teacher handouts about dream use evolution in psychodynamic therapy, "<i>Che sogno ti ha fatto stanotte?</i>", may be found online.</p> <p>Students having no familiarity with the dynamic psychology concepts, should read the works in whole or consult them in order to learn the basics of psychodynamic thought; at any rate they will be questioned only on above mentioned parts.</p>
5	Assessment methods and criteria	Oral exam

<p align="center">Programme of "NEUROPSICOLOGIA E SVILUPPO DEL LINGUAGGIO" "NEUROPSYCHOLOGY AND LANGUAGE DEVELOPMENT"</p>		
<p>This course is composed of two Modules: 1) Language and communication development; 2) Neuropsychology</p>		
<p>P0129, Compulsory</p>		
<p>Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st and 2nd semester</p>		
<p align="center">Number of ECTS credits: 11 (workload is 275 hours; 1 credit = 25 hours)</p>		
<p align="center">1) LANGUAGE AND COMMUNICATION DEVELOPMENT (5 ECTS, 2nd semester)</p>		
<p>Teacher: Simonetta D'AMICO</p>		
1	Course objectives	<p>Psychological processes involved in learning and use of communication and language in individuals with typical and atypical development.</p> <p>The aim of the course is to provide students with knowledge on psychological processes (cognitive, social and communicative) implicated in the development of communication and language, and present the main square of the communicative and linguistic disorder in relation to theoretical models and assessment tools.</p>

2	Course content and Learning outcomes (Dublin descriptors)	<p>The course will focus on</p> <ul style="list-style-type: none"> - The main theoretical approaches to the development of language in relation to: continuity vs. discontinuity between the development of communicative and linguistic development, role of the input language and the social context in language acquisition, correlation between language acquisition and cognitive processes, individual differences in language development. - Description and analysis of the different stages of language development relating to: the transition from gesture to the word; developing phonological, lexical development, problems of acquisition of morphology and syntax; development of pragmatic competence: conversations, narratives, discourses; the learning of reading and writing. - Discussion of the problems related to delayed or abnormal development of language in the presence/absence of mental retardation, neurological damage and perceptual deficits with regard to: early predictors, classification and diagnosis of the disorder, recovery strategies. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of the linguistic and psycholinguistic theories o understand and explain the construction of language ability in typical and atypical development o understand the application of the scientific method of investigation o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know issues of some courses as Cognitive Psychology, Developmental psychology
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <p>-S. D'Amico, A. Devescovi (a cura di), <i>Psicologia dello sviluppo del linguaggio</i>, Il Mulino, Bologna (2013)</p>
5	Assessment methods and criteria	Written examination: thematic questions on the program course.

2) NEUROPSYCHOLOGY (6 ECTS, 1st semester)

Teacher: Laura PICCARDI		
1	Course objectives	To give basic neuropsychological concepts, specifically with the analysis of the main disorders, the detection of aimed evaluation tests and directions about rehabilitation treatment plan, as well as directions and suggestions for developing experiments in neuropsychology field.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <p>Attentional Disorders; Hemineglect; Apraxia; Aphasia; Acquired Dislexia and Disgraphia; Agnosia; Amnesia and memory disorders, dys-executive syndrome, Frontal Lobe disorders</p> <p>The course will also consider differential diagnosis, testing and aimed treatment.</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have a general knowledge and understanding of the main issues of Neuropsychology, o have knowledge and understanding of the functioning of main cognitive processes as well as their deficits in brain-damaged patients, o understand and explain the topics above mentioned, o understand the current theory in Neuropsychology o demonstrate basic neuropsychological skills (i.e., capability to read and understand a neuropsychological assessment) o be able to apply general methods and some instruments to assess cognitive deficits, o be able to expose neuropsychological theories and main rehabilitative systems o be able to understand general texts on the issues studied during the course, o demonstrate capacity for reading and understand other texts on related topics, o be able to apply knowledge for analysing neuropsychological issues and evaluating basic research in psychology.
3	Prerequisites and learning activities	General psychology, physiological psychology, neuroanatomophysiology
4	Teaching methods and language	<p>Lectures, team work, exercises, home work, report</p> <p>Language: ITALIAN</p> <p>Ref. Text books:</p> <p>-Vallar G. e Papagno C., <i>Manuale di Neuropsicologia</i>, Il Mulino, 2011;</p> <p>Furthermore the students have to choose one of the following texts:</p> <p>- Grossi D. Trojano L., <i>Neuropsicologia dei lobi frontali</i>, Il Mulino(2005)</p> <p>- Grossi D Lepore M, <i>Amnesie e disturbi della cognizione spaziale</i>, Il Mulino(2002)</p>

		- Denes G., <i>Parlare con la testa. Le basi neurologiche e la struttura del linguaggio</i> , Zanichelli (2009) - Stracciari, Bianchi, Sartori, <i>Neuropsicologia Forense</i> , Il Mulino, 2010
5	Assessment methods and criteria	Written Exam

Programme of “METODI E STRUMENTI PER LA VALUTAZIONE DIAGNOSTICA” “METHODS AND INSTRUMENTS FOR DIAGNOSTIC EVALUATION”		
P0101, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Monica MAZZA		
1	Course objectives	The general purpose of the course is the psychological and psycho-diagnostic assessment.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: <ul style="list-style-type: none"> - Classification and categorization, clinical diagnosis, evaluation of educational programs and psychosocial interventions, clinical and basic research. - Behavioral assessment, instruments of self-report and self-monitoring, etc.. - Questionnaires and structured interviews, psychological and neuropsychological testing. - Neuropsychological assessment in neurological and neurosurgical patients. Psychological and psycho-diagnostic evaluation and in clinical and psychiatric sample. - Psychodiagnostic and psychological assessment in forensic psychiatry and in the areas of insurance and social protection <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of psychological testing, o have knowledge and understanding of neuropsychological testing, o understand and explain tests for cognitive functions cognitive functions, o understand clinical symptoms' in cognitive disorders, o demonstrate skill in clinical assessment, o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know Psychometrics and psychological testing.
4	Teaching methods and language	Lectures, team work, exercises, home work, report, Language: Italian Ref. Text Books: - MCCarty, Warrington, <i>“Neuropsicologia cognitiva. Un'introduzione clinica”</i> . Raffaello Cortina - Viaggiano, <i>“Valutazione cognitiva e neuropsicologica nel bambino, nell'adulto nell'anziano”</i> , Carocci. - Legrenzi P.; Girotto V., <i>“Psicologia e politica”</i> . Raffaello Cortina. - Granieri, <i>I test di personalità. Quantità e qualità</i> , UTET Università, Collana: Psicologia edizione 2, ottobre 2010.
5	Assessment methods and criteria	Written and oral exam.

Programme of “PSICOTERAPIA COGNITIVO-COMPORTAMENTALE E TECNICHE DEL COLLOQUIO” “COGNITIVE BEHAVIORAL THERAPY AND TECHNIQUES OF CLINICAL INTERVIEWING”		
This course is composed of two Modules: 1) Cognitive behavioral therapy; 2) Techniques of clinical interviewing		
P0102, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 1st and 2nd semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
1) COGNITIVE BEHAVIORAL THERAPY (6 ECTS, 1st semester)		
Teacher: Francesca PACITTI		
1	Course objectives	The goal of this course is to provide knowledge of the history of the Cognitive Behavioral Therapy (CBT) and the Italian cognitive approach of Vittorio F. Guidano and to learn techniques used in CBT.
2	Course content and Learning outcomes (Dublin)	Course Content: <ul style="list-style-type: none"> - Cognitive Behavioral Therapies

	descriptors)	<ul style="list-style-type: none"> - The Cognitive Approach in Italy - The Cognitive Therapist - Attachment and Emotions - The development of the Self - The therapeutic relationship - The metacognition - The conscience organization - Vittorio F. Guidano and the OSP <p>On successful completion of this module, the student should be able to</p> <ul style="list-style-type: none"> o analyze and compare the main cognitive behavioral theories, o discuss the differences between the cognitive approaches, o define and compare the four Guidano's OSP, o illustrate techniques used in CBT.
3	Prerequisites and learning activities	The students must know Clinical Psychology.
4	Teaching methods and language	<p>Front lessons.</p> <p>Language: italian</p> <p>Text Books:</p> <p>-Bruno G. Bara (a cura di): <i>"Nuovo manuale di psicoterapia cognitiva (vol. I). Teoria"</i>. Bollati Boringhieri, 2005</p> <p>-Vittorio F. Guidano , Giovanni Cutolo, <i>La psicoterapia tra arte e scienza. Vittorio Guidano insegna "come si fa" la psicoterapia cognitiva post-razionalista</i>. Franco Angeli, 2008</p> <p>OR</p> <p>-Vittorio F. Guidano, <i>Psicoterapia cognitiva post-razionalista. Una ricognizione dalla teoria alla clinica</i>. Franco Angeli, 2008</p>
5	Assessment methods and criteria	Written and oral exam
2) TECHNIQUES OF CLINICAL INTERVIEWING (6 ECTS, 2nd semester)		
Teacher: Barbara BARCACCIA		
1	Course objectives	<p>This course provides the student with basic principles and techniques of clinical interviewing and assessment. The approach is both didactic and experiential.</p> <p>Emphasis is placed on diagnosis, case formulation, techniques of clinical interviewing and techniques of treatment, according to several models of psychotherapy (Transference-Focussed Therapy, Mentalization-Based treatment, Acceptance and Commitment Therapy, Mindfulness, Dialectical Behaviour Therapy, Schema Therapy, EMDR).</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics and content:</p> <p>This course provides a presentation of the techniques of clinical interviewing and treatment. It also includes the presentation of major mental disorders. Emphasis is placed on terminology, symptomatology, classification (according to DSM-V), aetiology, assessment (clinical case formulation) and treatment.</p> <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> o Know the basic methods and tools for clinical interviewing; o Know some of the different types of clinical interviews, testing methods, and their purposes; o Understand and appreciate the similarities and differences of various forms of psychological treatment. o Know the diagnostic criteria for major mental disorders according to DSM-V; o Be able to apply the knowledge of diagnostic criteria and psychopathology to make diagnosis of clinical cases; o Be able to conduct basic assessment interviews and clinical case formulation; o Know how to establish and maintain an effective and empathic working relationship and treatment alliance with the patient. o Be able to assess, formulate and evaluate clinical problems, drawing on a variety of models of evidence-based psychological therapies and interventions; o Communicate effectively with staff from other disciplines (nurses, social workers, psychiatrists, etc.) and collaborate within multi-disciplinary teams as clinical psychologists; o Know the standards of conduct and ethical behaviour consistent with guidelines for professional practice by the National Board of Italian Psychologists (Ordine Nazionale Psicologi).
3	Prerequisites and learning activities	The student should have a general knowledge of Clinical Psychology.

4	Teaching methods and language	<p>The teaching method will comprise lectures, but will also include experiential exercises and role-playings intended to allow students to develop their own skills in the field of clinical interviewing. In particular, students will practice in class basic clinical interviewing skills: empathic listening, reflection, questioning, redirecting, empathic confrontation, "ABC" technique, etc.</p> <p>Language: Italian. Ref. Text Books: -Franco Del Corno e Margherita Lang, <i>"Modelli di colloquio in psicologia clinica"</i>, ed. Franco Angeli (tranne parte II cap.1, pp. 79-116, e cap.4, pp.185-223). -Giovanni Maria Ruggiero e Sandra Sassaroli, <i>"Il colloquio in psicoterapia cognitiva. Tecnica e pratica clinica"</i>, ed. Raffaello Cortina.</p>
5	Assessment methods and criteria	Written Exam

Programme of "FARMACI PSICOTROPI E SOSTENZE D'ABUSO" "PSYCOTROPIC DRUGS"		
P1P040, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 1st Semester		
Number of ECTS credits: 4 (workload is 100 hours; 1 credit = 25 hours)		
Teacher: Donatella Fanini		
1	Course objectives	<p>Our course in Pharmacology is designed to prepare the student for the clinical study of therapeutics by providing a knowledge of the manner in which drugs modify biological function and behavior as well as of their capability to induce dependency. The course includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution and biological actions.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Structure and Function of the Nervous System, Dopamine and 5HT Pharmacology, Autacoids, Glutamate, GABA, Neuropeptides and Other Neurotransmitters. - CNS Pharm. Drugs of Abuse: Opiates, CNS Stimulants, CNS Depressants, Antidepressants and Antipsychotics, Anticonvulsants and Anxiolytics, Cannabinoids, Endocannabinoids and Cannabinoid receptors. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o understand and explain how drugs modify biological functions. o demonstrate skill in making informed judgments on the effect of drugs on different organs, diseases and behavior, in the analysis of their pharmacokinetic and pharmacodynamic profile, of their potential toxic and side effects and ability to apply their knowledge. o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know Neurochemistry, Neurobiology and Neurophysiology.
4	Teaching methods and language	<p>Language: Italian Ref. Text books: -J.S. Meyer, L.F. Quenzer. Psicofarmacologia FARMACI, CERVELLO E COMPORTAMENTO, edi.ermes -R.D. Howland, M.J. Mycek: Le basi della Farmacologia Ed. Zanichelli -H.P. Rang, M.M. Dale, J.M. Ritter, P.K. Moore: Farmacologia, Casa Editrice Ambrosiana</p>
5	Assessment methods and criteria	Oral exam

Programme of "PSICHIATRIA E NEUROPSICHIATRIA INFANTILE" "PSYCHIATRY AND CHILD NEUROPSYCHIATRY"	
This course is composed of two Modules: 1) Psychiatry; 2) Child and adolescent neuropsychiatry	
P0005, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd Semester	
Number of ECTS credits: 10 (workload is 250 hours; 1 credit = 25 hours)	

1) PSYCHIATRY (5 ECTS)		
Teacher: Rita RONCONE		
1	Course objectives and Learning outcomes	The goal of this course is to provide the knowledge of the organization of community-based mental health services in Italy, and the main psychiatric disorders and their main treatments. On successful completion of this module, the students should have the understanding of the main psychiatric disorders, and their main treatments. Also they should be able to read scientific literature on mental disorders and appropriately address their mentally distressed patients to community-based mental health services for assessment, diagnosis and treatment.
2	Dublin descriptors	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - the organization of community-based mental health services in Italy: Low 180, compulsory psychiatric treatments - structured assessment in psychiatry and psychopathology (diagnostic interviews and rating scales): Brief Psychiatric Rating Scale, 24-item BPRS a 24 items (version 4.0) (Morosini & Casacchia, 1994); Hamilton Rating Scale for Depression, HAM-D (Hamilton, 1960); Mania Rating Scale, MRS (Young et al., 1978) - Psychiatric classification of mental disorders in DSM-V - Evidence-Based Psychiatry: randomized controlled trial in psychiatry, use of Pubmed - Psychiatric treatments: <i>psychopharmacological treatments</i>: pharmacology and drug properties of antidepressants, anxiolytics, antipsychotics, mood stabilizers; <i>psychiatric rehabilitation</i>: principles of psychiatric rehabilitation; main psychosocial intervention in schizophrenia, mood disorders, and anxiety; the concept of recovery and user's empowerment. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have knowledge and understanding of the organization of the psychiatric care in Italian community-based services and the main psychiatric disorders and their main treatments o apply and explain the structured assessment of psychopathology o discriminate psychological sufferance from psychiatric disorders and distinguish the main psychiatric treatments o demonstrate skill in reading scientific literature on mental disorders and in communication with patients, and ability to refer them to appropriate care services and professionals o demonstrate capacity for reading and understand other texts and consult scientific data-base on related topics.
3	Prerequisites and learning activities	Basic knowledge of neuroanatomy and clinical psychiatry
4	Teaching methods and language	<p>Lectures in classroom. Language: Italian, English Ref. Text books: -American Psychiatric Association, "<i>Diagnostic and Statistical Manual of Mental Disorders</i>" - V, Arlington, VA, American Psychiatric Association, 2013 -Stahl S., "<i>Stahl's Illustrated Antidepressants</i>", Cambridge Press, 2009. -Stahl S., "<i>Stahl's Illustrated Antipsychotic</i>", Cambridge Press, 2010. -Stahl S., "<i>Stahl's Illustrated Anxiety, Stress and PTS</i>", Cambridge Press, 2010.</p> <p>Every year the teacher will select 2 recent (review and meta-analysis) papers as text books. -Kurtz MM., "<i>Neurocognition as a predictor of response to evidence-based psychosocial interventions in schizophrenia: What is the state of the evidence?</i>", Clin Psychol Rev. 2011 Jun;31(4):663-72. -Stafford MR, Jackson H, Mayo-Wilson E, Morrison AP, Kendall T., "<i>Early interventions to prevent psychosis: systematic review and meta-analysis</i>", BMJ. 2013 Jan 18;346:f185.</p>
5	Assessment methods	written exam
2) CHILD AND ADOLESCENT NEUROPSYCHIATRY (5 ECTS)		
Teacher: Elisabetta TOZZI		
1	Course objectives	The Module provides the students with the knowledge of a great variety of child and adolescent neurological and psychiatric disorders and their neurobiological, diagnostic and therapeutic features, focusing on the role of psychologists in the care and rehabilitation phase.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - General information on child and adolescent neuropsychiatry in Italy - The tools in clinical neuropsychiatry : observation , interviews with the parental couple ,

		<p>counseling , integrated work in multidisciplinary team</p> <ul style="list-style-type: none"> - Classification systems (DSM and ICD) - The Mental retardation (MR) with syndromic and non-syndromic reference to genetic syndromes (Down syndrome , William and Prader Willy syndrome , fra X syndrome , Angelman syndrome); Fetal Alcohol Syndrome - Cognitive and behavioral phenotypes of MR - The pervasive development disorder, pervasive developmental disorders (according to the DSM-IV and DSM- V) - The Specific Learning Disorders , Disorders of Language - The attention deficit / hyperactivity disorder (neurobiological aspects , clinical, therapeutic and rehabilitative) - Conduct disorder (bullying and cyber bullying) - The abuse and battered child - The post-traumatic stress disorder (PTSD) - The disability: neurological disability, Child Cerebral Palsy - The epilepsies : clinical and psychopathological comorbidity - The headaches and comorbid psychopathology - Mood Disorders and Anxiety Disorders : Phobias , Generalized Anxiety Disorder , Panic Disorder , Obsessive-Compulsive Disorder <p>On completion of this Module the student should</p> <ul style="list-style-type: none"> o Know the main child and adolescent mental disorders from a neurobiological, diagnostic and therapeutic point of view; o Understand the importance and impact of school experiences and peer relationships; o Become familiar with the various classifications of medications and their appropriate uses with child and adolescent patients; o Gain experience with behavior modification techniques, parent management techniques, brief therapy and longer-term psychodynamic therapy o Know the role of the psychologist in the field of professionals who are involved in taking care of the child and adolescent with neurological and psychiatric disorders; o Know and understand theoretical models of social-emotional and cognitive development and the interplay of risk and protective factors in atypical development; o Be able to differentiate atypical from typical development and to use classification systems of childhood disorders; o Be able to conduct an intelligence assessment with a child or adolescent; o Know the principles of cognitive therapy with an adolescent and/or solution-focused therapy with small groups of children; o be able to apply the charge of disability.
3	Prerequisites and learning activities	The student must know the basic notions of child neurology and psychiatry
4	Teaching methods and language	<p>Lecture and slides</p> <p>Language : Italian and English</p> <p>Textbooks:</p> <p>1. V.Guidetti, F.Galli, <i>"Neuropsichiatria dell'infanzia ed adolescenza (approfondimenti)"</i>, Ed Il Mulino, 2006</p> <p>2. M. Ammaniti – Raffaello, <i>"Psicopatologia dello sviluppo"</i>, Cortina Editore", 2010</p>
5	Assessment methods and criteria	oral exam

<p align="center">Programme of "PSICOLOGIA DEL TRAUMA E DELLE DIPENDENZE" "PSYCHOLOGY OF TRAUMA AND ADDICTIONS"</p>		
This course is composed of two modules: 1) Psychology of Trauma; 2) Substance Abuse Psychology		
P0134, Compulsory		
Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2 nd year, 1 st Semester		
Number of ECTS credits: 12 (Total Workload 300 hours, 1 credit = 25 hours)		
1) PSYCHOLOGY OF TRAUMA (6 ECTS)		
Teacher: Emanuele LEGGE		
1	Course objectives	The course aims to develop knowledge related to the figure of the victim of the offense, in the dynamics of both primary and secondary.
2	Course content and Learning outcomes	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - the psychological aspects of victimization,

	(Dublin descriptors)	<ul style="list-style-type: none"> - the psychopathological consequences of trauma, - the role of cognitive functions in the process of victimization. <p>In addition, specific issues of variation of the theme: post traumatic stress disorder, burnout, stalking, bullying and victims in various areas.</p> <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have profound knowledge of processes of victimization; o have knowledge and understanding of role of the victim; o understand and explain processes of primary and secondary victimization; o demonstrate skill and ability to understand the psychopathological consequences of trauma; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know general psychology and higher cognitive functions.
4	Teaching methods and language	<p>Lessons, seminars, individual study based on text books and lecture notes, preparing Diploma dissertation.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> - A. M. Giannini, F. Cirillo, <i>"Itinerari di vittimologia (Routes of victimology)"</i>, Giuffrè press, 2012. - A. M. Casale, P. De Pasquali, M. S. Lembo, <i>"Vittime di crimini violenti"</i>, a cura di (Victims of violent crime), Maggioli press, 2014. - Lecture note: E. Legge, M. Prosperi, M. Santilli, <i>"La suggestionabilità nella testimonianza dei minori vittime di abuso (Suggestibility in the testimony of child victims of abuse)"</i>, 2014.
5	Assessment methods and criteria	Written and oral exam

2) SUBSTANCE ABUSE PSYCHOLOGY (6 ECTS)

Teacher: Angela PARIS

1	Course objectives	<p>The course will introduce the guidelines, reference standards and main points that deal with substance abuse at the national, European and global levels, in order to provide a general framework and orient the student to the knowledge of the major initiatives and projects carried out in the national and international scene.</p> <p>Sharpen skills and strategies in order to identify which are the most effective methods and devise a strategy to present to the private and public sectors.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - substance abuse as a complex and multifactorial phenomenon, starting with the definition and the meaning of the term in its various uses; - evaluation and implementation of project proposals for substance abuse prevention and intervention; - prevention and intervention strategies, taking into account the most current theoretical perspectives, such as cognitive-comportale, systemic and the gestalt as well as the psychodynamic models; - theoretical perspectives of dynamic psychology, with particular reference to C.G. Jung and J. Hillman's theories. <p>Furthermore different practices and clinical methodologies (clinical interview, gestalt-analytical and psychodramatic group therapy) used in the substance abuse clinical environment will be presented.</p> <p>On successful completion of this module, the student will:</p> <ul style="list-style-type: none"> o Have a thorough knowledge of the meaning of "substance abuse"; the difference between "Pathology" and "Pathologizing"; o demonstrate critical thinking about diagnosis and nosographic categories; contact points and differences between the cognitive-comportale, systemic, gestalt and psychodynamic approach to drug addiction treatment; "New Addictions"; o know the neurobiology of drug addiction; social illnesses, alienation, youth and nihilism; archetypal fantasies and substance abuse; death, rebirth and drug addiction; drugs and dyonisiac forms historical and social role within rites of passage; o Understand how to develop a careful plan of intervention that combines the request and the actual underlying need; o Demonstrate ability to design action plans for the early detection of risk factors and social, background and family factors from which they are derived;

		<ul style="list-style-type: none"> o Demonstrate capacity for reading and understanding other texts on related topics; o be able to implement operational strategies by directing the user to specialized forms of intervention and prevention programs; o be able to analyze individual and group behavior through observation techniques; o be able to communicate knowledge and understanding of how representations of self and the world, intrapsychic processes and interpersonal relationships (family and group) contribute to create the psychic dynamics and substance abuse, and how to use them outside of the specific therapeutic context on the basis of the theoretical perspectives of dynamic psychology, with particular reference to C.G. Jung and J. Hillman's theories.
3	Prerequisites and learning activities	Clinical psychology
4	Teaching methods and language	<p>Lectures, team work, report</p> <p>Language: Italian</p> <p>Text books:</p> <p>-Caretti, V., La Barbera, D., 2005, <i>"Le Dipendenze Patologiche"</i>, Raffaello Cortina Editore, Milano (Chapter 7, 8, 10,11,13 read only).</p> <p>-Perilli, V., Balducci, D., 2005, <i>"L'immaginario del tossicodipendente"</i>, Samizdat, Pescara.</p> <p>-Zoja, L., 2003, <i>"Nascere non basta. Iniziazione e tossicodipendenza"</i>, Raffaello Cortina Editore, Milano.</p> <p>Suggested Readings</p> <p>- Bozzarelli, R., Montrassino, L., <i>"La teoria dei ruoli a partire dallo psicodramma analitico individuativo con pazienti tossicodipendenti"</i>, in (a cura di) Druetta, W., <i>Ci Giochiamo La Formazione</i>, 1995, Upsel, Torino.</p> <p>-<i>"La patologia dell'anima nella tossicodipendenza: esperienza di psicodramma analitico individuativo in comunità terapeutica"</i>, In Zanasi, M., Pezzarossa, B., <i>Psicologia Analitica E Psicologia Dei Gruppi</i>, 2000, Borla, Roma.</p> <p>-Bozzarelli, R., <i>"Sogni perduti nell'universo senza regole degli affetti: esperienze 'psicodrammatiche' in un gruppo di pazienti con problemi di tossicodipendenza"</i>, In <i>Rivista Psicodramma Analitico</i>, N.8, 1999/2000, Lindau Editore, Torino.</p> <p>-Dostoevskij, F., 2008, <i>Il Giocatore</i>, Garzanti, Milano.</p> <p>-Freud, S., 1884/1887, <i>Saggio sulla cocaina</i>, Newton Compton, Roma, 2010.</p> <p>-Galimberti, U., 2007, <i>L'ospite inquietante</i>, Feltrinelli, Milano.</p> <p>-Hillman, J., 1983, <i>Le storie che curano</i>, Raffaello Cortina Editore, Milano, 1984.</p> <p>-Hillman, J., 1975, <i>Re-Visione della psicologia</i>, Adelphi, Milano, 2000.</p> <p>-Jung C. G., 1952, <i>Simboli della trasformazione</i>, in Opere, Vol. 5, Bollati Boringhieri, Torino, 2010.</p> <p>-Motrassino, L., <i>"Patologia dell'anima e sogno nella tossicodipendenza"</i>, In <i>Rivista Psicodramma Analitico</i>, n.8, 1999/2000, Lindau Editore, Torino.</p> <p>-Renta, E., 1999, <i>Droga. Immaginario e realtà</i>, Armando Editore, Roma.</p> <p>-Samorini, G., 2013, <i>Animali che si drogano</i>, Shake Edizioni, Milano.</p> <p>-Samorini, G., 2012, <i>Droghe tribali</i>, Shake Edizioni, Milano. Szasz, T., 1991, <i>Il Mito della droga</i>, Feltrinelli, Milano.</p>
5	Assessment methods and criteria	Oral exam

Programme of "BIOLOGIA DELLA SESSUALITÀ" "SEXUAL REPRODUCTIVE BIOLOGY"		
P0106, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st Year, 1st Semester		
Number of ECTS credits: 5 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Fernanda AMICARELLI		
1	Course objectives	The goal of this course is to provide the students with the fundamental bases of reproductive biology of vertebrates, focusing especially on humans.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Eukaryotic chromosomes. Cell cycle, mitosis and meiosis. - Cellular and molecular mechanisms controlling cell cycle and cell division: consequences of their deregulation. - The evolutionary significance of sexual reproduction. The human reproduction. The sexual response. - The hormonal control and regulation of reproductive activity. Female and male human infertility and sterility and possible mode of intervention.

		<ul style="list-style-type: none"> - Assisted reproduction technology. Vertebrate clonation techniques. Therapeutic clonation. Stem cells: characteristics and possible utilization in the assisted reproduction. Bioethical issues behind the use of assisted reproduction techniques. Fundamental role of the psychologist in the assistance of infertile couples. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of the biological and evolutionary significance of sexual reproduction o have knowledge and understanding of methods and techniques allowing "in vitro" fertilization o understand and explain the psychological impact of couple infertility o be able to judge critically and consciously bioethical issues behind the use of biotechnological acquisitions in the reproductive field o demonstrate capacity for reading and understand other texts on related topics.
3	Prerequisites and learning activities	The student must have basic knowledge of cellular biology
4	Teaching methods and language	Language: Italian Ref. Text books : -Original articles provided by the teacher
5	Assessment methods and criteria	Written and/or oral exam

Programme of "PSICOLOGIA APPLICATA ALL'ANALISI DEL COMPORTAMENTO CRIMINALE" "PSYCHOLOGY OF CRIMINAL BEHAVIOUR"		
P0109, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st Year, 1st Semester		
Number of ECTS credits: 5 credits (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Isabella CORRADINI		
1	Course objectives	The course discusses crime and behaviour from individual, social and global perspectives. The student will be introduced to the key principles and concepts in criminal psychology and will learn the main types of crime, how criminal psychologists operate and how to apply criminological psychology principles and concepts.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics include:</p> <ul style="list-style-type: none"> - criminological theories; - psychological approaches to criminology; - clinical and applied criminology; - criminal behaviour and psychological profiling; - social perception of crime; - relation between mental health and criminal behaviour; - crime victims; - sexual harassment and stalking; organized crime; women and crime; - fraud & corporate crime; predatory crime, terrorism, cybercrime. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o Have knowledge and understanding of all aspects of crime patterns, criminological theories, crime causation, crime in the modern world, and response to criminal behaviour; o Be able to understand central issues defining contemporary criminology and to come to their own conclusions about the value of criminological theorizing; o demonstrate skill in critical thinking and evaluating data on the principles and concepts of the criminal psychology; o Be able to make informed judgments on criminological issues; o Understand research in criminal and psychological practice; o Understand analysis techniques in criminal psychology; o Demonstrate capacity for reading and understanding other texts on related topics. o Be able to continue learning across lifespan.
3	Prerequisites and learning activities	The minimum entry requirement is a recognised degree (First level) on social science curricula or its equivalent.
4	Teaching methods and language	Lectures, case study. Language: Italian

		Text books: -Gianluigi Ponti, Isabella Merzagora Betsos, " <i>Compendio di criminologia</i> ", Quinta Edizione, Raffaello Cortina Editore, Milano 2008 -Isabella Corradini, Anna Maria Petrucci, " <i>I nuovi scenari dello stalking: da Internet ai luoghi di lavoro</i> ", Themis Edizioni, Roma 2012. -Isabella Corradini, Marco Iaconis, " <i>Antirapina. Guida alla sicurezza per gli operatori di sportello</i> ", Bancaria Editrice, Roma 2013.
5	Assessment methods and criteria	Oral examination.

Programme of "PSICOLOGIA E PSICOPATOLOGIA DELLO SVILUPPO DEL LINGUAGGIO" "PSYCHOLOGY AND PSYCHOPATHOLOGY OF LANGUAGE AND DEVELOPMENT" This course is composed of two Modules: 1) Language and communication development; 2) Developmental psychopathology		
P0131, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd Year, 2nd Semester		
Number of ECTS credits: 9 (Workload 225, 1 credit = 25 hours)		
1) LANGUAGE AND COMMUNICATION DEVELOPMENT (5 ECTS)		
Teacher: Simonetta D'AMICO		
1	Course objectives	The Module introduces the psychological processes involved in learning and use of communication and language in individuals with typical and atypical development. The aim of the course is to provide students with knowledge on psychological processes (cognitive, social and communicative) implicated in the development of communication and language, and present the main square of the communicative and linguistic disorder in relation to theoretical models and assessment tools.
2	Course content and Learning outcomes (Dublin descriptors)	Topics: <ul style="list-style-type: none"> - The course will focused on the main theoretical approaches to the development of language in relation to: continuity vs . discontinuity between the development of communicative and linguistic development, role of the input language and the social context in language acquisition , correlation between language acquisition and cognitive processes, individual differences in language development. - Will be described and analyzed the different stages of language development relating to: the transition from gesture to the word; developing phonological , lexical development , problems of acquisition of morphology and syntax ; development of pragmatic competence: conversations, narratives, discourses; the learning of reading and writing . - Will be discuss the problems related to delayed or abnormal development of language in the presence/absence of mental retardation, neurological damage and perceptual deficits with regard to: early predictors, classification and diagnosis of the disorder, recovery strategies . <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of the linguistic and pshycolinguistic theories o understand and explain the construction of language ability in typical and atypical development o understand the application of the scientific method of investigation o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know issues of some courses as Cognitive Psychology, Developmental psychology
4	Teaching methods and language	Lectures. Language: Italian Ref. Text books S. D'amico, A. Devescovi (a cura di) (2013), " <i>Psicologia dello sviluppo del linguaggio</i> ", Il Mulino, Bologna.
5	Assessment methods and criteria	Written examination: thematic questions on the program course.
2) DEVELOPMENTAL PSYCHOPATHOLOGY (4 ECTS)		
Teacher: Elisabetta TOZZI		
1	Course objectives	The course examines the theoretical bases of human development and selected issues within Developmental Psychology. Students will be introduced to all neuropsychiatric disorders of development on the basis of recent scientific research, the pathological child

		development from the risk factors linked to parenting, trauma, adolescence, and to the role of the psychologist in the rehabilitation of psychiatric and social aspects of child and adolescent and outlined prevention programs. Students are expected to gain an understanding of the main theoretical influences upon current developmental research and to be able to compare and contrast theories of development.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module are:</p> <ul style="list-style-type: none"> - The concept of perinatal pathology - The adolescence - Mental Retardation (syndromes related to conduct disorder) - Pervasive Developmental Disorders - The attention deficit / hyperactivity disorder (neurobiological aspects, clinical and rehabilitative) - The conduct disorder - Youth violence - The physical and sexual abuse - The pathology of care - The pathology of attachment - The disabilities classification (ICF) - Psychosomatic illnesses <p>On completion of the Module the student should</p> <ul style="list-style-type: none"> o be able to explain models of causality of learning disabilities and basic principles for dealing with the learning disabled; o be able to discuss the link between psychological factors and biological/social courses of events; o be able to provide an account of different types of family patterns and the factors that affect their abilities to manage problems; o develop an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement; o be able to evaluate the quality of information, including differentiating empirical evidence from speculation; o be able to evaluate issues and behaviour using different theoretical and methodological approaches; o be able to use reasoning and evidence to recognise, develop, defend, and criticise arguments; o be able to act ethically and professionally; o be able to apply the charge of disability.
3	Prerequisites and learning activities	The student must know the basic notions of child neurology and psychiatry
4	Teaching methods and language	<p>Lecture and slides</p> <p>Language: Italian and English</p> <p>Textbooks:</p> <ul style="list-style-type: none"> - V.Guidetti, F.Galli, <i>"Neuropsichiatria dell'infanzia ed adolescenza (approfondimenti)"</i>, Ed Il Mulino, 2006 - M. Ammaniti, <i>"Psicopatologia dello sviluppo"</i>, Raffaello Cortina Editore, 2010
5	Assessment methods and criteria	oral exam

<p align="center">Programme of</p> <p align="center">"PSICOPATOLOGIA DEL COMPORTAMENTO SESSUALE E PSICONEUROENDOCRINOLOGIA"</p> <p align="center">"PSYCHOPATHOLOGY OF SEXUAL BEHAVIOR AND PSYCHONEUROENDOCRINOLOGY"</p> <p>This course is composed of two Modules:</p> <p>1) Psychology and Psychopathology of Sexual Behavior; 2) Psychoneuroendocrinology</p>	
<p>P0112, Compulsory</p> <p>Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st Year, 1st Semester</p>	
<p align="center">Number of ECTS credits: 8 (Workload 200, 1 credit = 25 hours)</p>	
<p align="center">1) PSYCHOLOGY AND PSYCHOPATHOLOGY OF SEXUAL BEHAVIOR (5 ECTS)</p>	
<p>Teacher: Emmanuele A. JANNINI</p>	

1	Course objectives	The aim of the “ <i>Psychology and Psychopathology of Sexual Behavior</i> ” course is to provide the basic knowledge of physiological and psychological sexual behavior, psychopathological traits and pathology of sexuality and give scientific basis for the sexological counseling and psychotherapeutic approach, through a clinical, eclectic, and holistic vision.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module are:</p> <ul style="list-style-type: none"> - The foundations of the sexual behaviour - Physiology of sexual behavior - Sexology semeiotics - Sexology general medicine - The bases of therapy in sexology - Men sexology special medicine - Women sexology special medicine - Pathologies and therapeutic approaches <p>On successful completion of this course, the student should:</p> <ul style="list-style-type: none"> o Have profound knowledge of physiological and psychological sexual behavior, besides an understanding of male and female sexual disorders and sexological counselling and therapy models; o Understand and explain psychological and biological bases of sexual orientation and gender identity; o Be able to apply sexological knowledge in clinical and research contexts; o Demonstrate skill in analysis of symptoms and causes of sexological disorders and the ability to build appropriate programs of (counseling or therapeutic) intervention; o Acquire a clinical language skill in sexological topics; o Demonstrate passion and curiosity for the course topics through reading sexological books and scientific articles.
3	Prerequisites and learning activities	No prerequisite is required for this course
4	Teaching methods and language	<p>Teaching Methods: Lectures, team work Language: Italian Ref. Text books</p> <ul style="list-style-type: none"> - E.A. Jannini, A. Lenzi, M. Maggi, <i>Sessuologia medica: psicosessuologia e medicina della sessualità</i>. Elsevier-Masson, 2007. <p>This Textbook is a multidisciplinary work directed towards both physicians and psychologists.</p> <p>For the preparation of the exam is not necessary to deepen mnemonically the medical topics. Although each chapter has a sexological interest, the student should omit specifically medical information.</p> <ul style="list-style-type: none"> - The student must also read and understand another textbook that he can choose from this list: - Cellerino A.: <i>Eros e Cervello</i>. Bollati Boringhieri, 2003. - Clement U.: <i>Terapia sessuale sistemica</i>, Cortina, 2004 - Dettore D.: <i>Psicologia e Psicopatologia del Comportamento Sessuale</i>. McGraw-Hill, 2001. - Giorllo G.: <i>Lussuria</i>. Il Mulino, 2010 - Liggio F.: <i>Trattato moderno di psicopatologia della sessualità</i>. Libreriauniversitaria.it Edizioni, 2010. - Simonelli C. (a cura di): <i>L'approccio integrato in sessuologia clinica</i>. Francoangeli, 2006. - Leiblum S.R., Rosen R.C.: <i>Principles and Practice of Sex Therapy</i>. Guilford Press, 2000. - Miller G.: <i>Uomini, Donne e Code di Pavone</i>. Einaudi, 2002. - Montano A.: <i>Psicoterapia con clienti omosessuali</i>. McGraw-Hill, 2000 - Perrella E.: <i>Per una clinica delle perversioni</i>. Francoangeli, 2000 - Camerani C.: <i>Cannibali. Le pratiche proibite dell'antropofagia</i>. Castelvechi, 2010. - Cooper W., Rev: <i>Sesso estremo I e II</i>. Castelvechi, 1997, 1997 (2 vol.) - Van Dam C.: <i>The socially skilled child molester</i>. The Haworth Press, 2006. - Oz S.: <i>Overcoming Childhood Sexual Trauma</i>. The Haworth Press, 2006. - Perrella E.: <i>Per una clinica delle perversioni</i>. Francoangeli, 2000 - Simonelli C. (a cura di): <i>Le perversioni sessuali</i>. Francoangeli, 2000. - Imbasciati A.: <i>Perché la sessualità</i>. Piccin, Padova, 2010
5	Assessment methods and criteria	Oral Exam
2) PSYCHONEUROENDOCRINOLOGY (3 ECTS)		
Teacher: Emmanuele A. JANNINI		
1	Course objectives	The aim of the “Psychoneuroendocrinology” course is to learn the psychobiological bases of hormonal regulation of behavior, provide an overview of endocrine dysfunctions, the effects on hormones and hormonal therapies.

2	Course content and Learning outcomes (Dublin descriptors)	<p>Course Programme:</p> <ul style="list-style-type: none"> - The psycho-endocrinology as a theoretical model of integrated science - Stress and the general adaptation syndrome (EMS) - Animal and human models - SGA and the immune system and inflammatory response - The hormonal mechanism: classes and hormonal mechanisms of action - SGA and systemic diseases - Physiology of the hypothalamic-pituitary - Depression and anxiety: neuroendocrine bases - Physiology of the main glands and endocrine systems - Psychology of puberty - Introduction to metabolism and homeostasis - Aging, death, and hormones - Psychological and relational aspects of diabetes mellitus - Intrapsychic and behavioral effects of endocrine diseases - Hormones and parental / social behavior - Sexual symptoms of endocrine diseases - Chronobiology - Endocrine regulation of feeding behavior - Learning, memory and hormones - Stress and the general adaptation syndrome (EMS) <p>On successful completion of this course, the student should:</p> <ul style="list-style-type: none"> o Have profound knowledge of psychobiological bases of hormonal regulation of behavior and the scientific foundations of mind-body relationships; o Understand and explain endocrine dysfunctions; o Have profound knowledge and understanding of psychosomatic effects on hormone levels and somatopsychic effects induced by hormones o Demonstrate skill in analysis of endocrine dysfunctions to indicate appropriate hormonal therapies; o Have profound knowledge and understanding of stress and the general adaptation syndrome; o Acquire a sufficient knowledge of behavioral endocrinology.
3	Prerequisites and learning activities	The student must know psychological and physiological bases of sexual behavior, to integrate with psychoneuroendocrinological knowledge.
4	Teaching methods and language	<p>Teaching Methods: Lectures, team work</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-F. Bottaccioli: <i>Psiconeuroendocrinoimmunologia</i>. Edizioni Red, Milano, 2005.</p> <p>The student must learn the textbook, except for these parts:</p> <ul style="list-style-type: none"> o pagg.: 112-144 – Il sistema immunitario o pagg.: 276-297 – La modulazione del network: le terapie naturali <p>-f. Trimarchi, D. Cucinotta: <i>Endocrinologia e Metabolismo</i>. Ed. Dr. Antonino Sfameni, Messina, 2010.</p> <p>The student must learn the textbook, except for these parts:</p> <ul style="list-style-type: none"> o pagg. 39-47 – paratiroidi, osteoporosi o pagg. 77-85 - dismetabolismi o pagg. 105-121 - odontoiatria <p>Recommended textbooks for further deepenings:</p> <ul style="list-style-type: none"> - R.J. NELSON: An introduction to Behavioral Endocrinology. Sinauer Ass. Pub., Sunderland, Ma, 2005. - E.A. JANNINI, C. MORETTI, A. FABBRI, L. GNESSI, A. ISIDORI: Neuroendocrinologia dello Stress. Sassari, Caleidoscopio, 1988. <p>Available online at: http://www.medicalsystems.it/editoria/Caleidoscopio/CalPDF/33_CAL.PDF</p> <ul style="list-style-type: none"> - C. CARANI: Patologie sessuali endocrino-metaboliche. Sassari, Caleidoscopio, 1988. <p>Available online at: http://www.medicalsystems.it/editoria/Caleidoscopio/CalPDF/25_CAL.PDF</p>
5	Assessment methods and criteria	Oral Exam

Programme of "ELEMENTI DI PSICOLOGIA GIURIDICA"
"INTRODUCTION TO FORENSIC PSYCHOLOGY"

P0113, Compulsory

Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1 st year, 2 nd semester		
Number of ECTS credits: 5 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Rosanna CANERO MEDICI		
1	Course objectives	<p>The goals of this course are:</p> <ol style="list-style-type: none"> 1) to define the applications of psychology in the context of the Italian civil code, in the context of the criminal code and in the context of rehabilitation of juvenile offenders; 2) to provide the students with knowledge of the tools and techniques of intervention most commonly used. <p>On successful completion of this module, the student should understand the fundamental concepts of forensic psychology.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Definition and scope of application of forensic psychology . Ethics for the Forensic Psychologist. - The psychologist in the civil law . Aspects of the family and its life cycle. Technical consultancy in different context. Report technique in the field of fostering .Measures regard to children in case of separation (Art.155 CC). Other types of foster care. - Elements of family mediation. - Technical advice in cases of assessment of damage : damage psychic , existential and moral. - The psychologist in the field of criminal process .Steps of criminal process . Actors in the process. Concept of normality and pathology. Report in criminal matters : Eligibility for adults and minors . Comparison of the Criminal Code of adults and minors . Educational intervention on juvenile offenders . - The forensic psychology in the field of child abuse and adults. The Charter of Noto, a tool in the field of child sexual abuse . - Aspects of the testimony : memory, false memories , suggestion. Truthfulness and falsehood in evidence : analysis of verbal and nonverbal behavior . - Tools and techniques in forensic psychology : <ol style="list-style-type: none"> 1) investigative interview , cognitive interview and structured interview . 2) psychological tests in the field of forensic psychology : Test charts (Figure Human and Family) , Rorschach , MMPI Test 2: Evaluation of the simulation and interpretation of the profiles . <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of basic context of application of Forensic Psychology and of basic interview techniques and psychological tests commonly used in the legal-forensic psychology o understand and explain the meaning of Forensic Psychology and Educational intervention on juvenile offenders. o demonstrate skill in the forensic field: civil and criminal and ability to use interview techniques and psychological tests commonly used in the legal-forensic psychology of research in the social sciences o demonstrate ability to apply knowledge in practical situation of legal-forensic psychology
3	Prerequisites and learning activities	The student must know Clinical Psychology and Code of ethics of the psychologist
4	Teaching methods and language	<p>Lectures and exercises. Language: Italian Ref. Text books ABAZIA L., La perizia in ambito civile e penale. Storia, sviluppi e pratiche, Franco Angeli, 2011 -Petrucci I. , Petrucci F., <i>Introduzione alla psicologia giuridica</i>, Franco Angeli, 2007 -Parisi S., Pes P., Rortuto R., <i>Guida Ipertestuale Rorschach</i>, Centro H. Rorschach srl, Roma 2003. (IVA Compresa)* <i>To buy the RORTUTOR call us at 06 86 21 13 63/70 or write to srr@scuolaromanarorschach.it</i> * Offer exclusively reserved for psychology students of various degree courses</p>
5	Assessment methods and criteria	Oral exam

Programme of “ANTROPOLOGIA E CRIMINOLOGIA” “ANTHROPOLOGY AND CRIMINOLOGY”		
P0132 , Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 5 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Rosanna Canero Medici		
1	Course objectives	<p>The goals of this course are:</p> <ol style="list-style-type: none"> 1) To define the transition from criminal anthropology to criminology through the analysis of the changeover from the criminal brain structure to the examination of the offenders mind to understand his behavior (theory of atavistic delinquency), 2) To define the applications of criminology in the context of the criminal code and in the context of rehabilitation of juvenile offenders. 3) To examine the links between personality disorders and eligibility . <p>On successful completion of this module, the student should understand the fundamental concepts of the transition from criminal anthropology to criminology</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The module includes the following topics:</p> <ul style="list-style-type: none"> - Definition of: Anthropology, Criminology and Criminal Anthropology. - The Birth of criminal anthropology. - The criminology from its origin: the classical school and its foundation: Cesare Beccaria. The positive school and its foundation. - Cesare Lombroso: Man delinquent, the concept of atavism, the experimental method, studies on cadavers, criminal physiognomy, identikit of the criminal - Evolution of studies of criminal behavior: normal, deviance and crime. Risk factors of deviant behaviour. - The minor perpetrator and victim of crime. Juvenile delinquency. Re-education and interventions. Restorative justice and mediation - Criminal proceedings under the new Italian Code of Criminal Procedure of 1989: procedural stages, actors and roles. - Methods of investigation of criminal behavior. Interrogation techniques and investigative interview. - Crime and criminality. Attribution identity of the author of the crime. The behavioral profile. Criminal profiling. Serial killers. - Mental disorders in criminology, eligibility and mental illness; Total and partial defect of mind. - Personality disorders and dissociative disorder: Eligibility and crime - Victim and victimology. Psychological autopsy of the victim of violent crime <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have an high degree of knowledge for the transition from criminal anthropology to criminology; o have an high degree of knowledge for methods of criminal behavior investigation. Interrogation techniques and investigative interview; o recognize and understand the role of the criminal with particular reference to personality disorders; o demonstrate skill in the forensic criminal field; o be able to use interview techniques commonly used in the legal-forensic psychology of research in the social sciences; o demonstrate ability to apply knowledge in practical situation of crime and criminal justice; o demonstrate capability for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	<p>The student should have an high knowledge of Clinical Psychology, Code of ethics of the psychologist and forensic psychology</p>
4	Teaching methods and language	<p>Lectures and exercises. Language: Italian Ref. Text books -Slides provided by the teacher (E-learning) -De Leo G., Patrizi P. (2006), <i>Lo psicologo criminologo</i>. Nuova Edizione, Giuffrè, Milano -Baima Bollone P. (2003), <i>Dall'antropologia criminale alla criminologia</i>, Giappichelli, Torino -Gimbelluca F. C. (2015 in corso di stampa), <i>La diagnosi integrata DSM- Dimensioni psichiche – Test di Rorschach</i>, Secop, Corato (Ba)</p>

5	Assessment methods and criteria	Oral examination
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Programme of "CLINICA DELLE PARAFILIE E DELLA DINAMICA DELLA SESSUALITÀ" "CLINICAL OF PARAPHILIA AND PSYCHODINAMIC OF SEXUALITY"		
This course is composed of two Modules: 1) Clinical of Paraphilia and Deviance; 2) Psychodynamic of sexuality		
P0130, Compulsory		
Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2 nd year, 1 st and 2 nd semester		
Number of ECTS credits: 11 (Workload 275 hours, 1 credit = 25 hours)		
1) CLINICAL OF PARAPHILIA AND DEVIANCE (5 ECTS, 1 st Semester)		
Teacher: Fabrizio QUATTRINI		
1	Course objectives	The study of paraphilia will be examined in depth, analyzing the etiologic, diagnostic and clinical-therapeutic hypothesis, focusing in particular on DSM V and ICD 10.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module:</p> <ul style="list-style-type: none"> - Starting from the concepts of normality and deviance, the social-historical and theoretical aspect of the different models of reference will be valued to frame the so-called "paraphilic" sexual behaviors. - All those so-called "classic" paraphilic behaviours disorder will be analyzed (Exhibitionism, Fetishism, Frotteurism, Pedophilia, Sexual Masochism/Sadism, Transvestic/Cross Dressing, Voyeurism) and even all the sexual deviances "not otherwise specified". - It will be given attention also to the medical-scientific approach of paraphilia, with particular reference to pedophilia. - Even the sexual crimes theme and the relation between "addictions" and sexuality will be treated. - With reference to those behaviours defined deviant and paraphilic it will be developed the BDSM argument (Bondage/Domination/Sadomasochism), an actual socio-cultural phenomenon, that highlights as an alternative solution between what can be considered pathologic and "perverse" and what can be seen as an "innocent erotic play". <p>On successful completion of this Module the student should:</p> <ul style="list-style-type: none"> o Know the main sexual deviances. o Understand the actual socio-cultural phenomena. o Be able to diagnose a paraphilic disorder according to DSM-5 criteria. o Understand the epidemiology, comorbidity and theories of aetiology of paraphilic disorders. o Know how to assess the need for disclosure if the patient presents with illegal paraphilias. o Recognize the benefits and limitations of conducting risk assessments. o Understand the purpose and goals of risk assessment.
3	Prerequisites and learning activities	Clinical psychology, psychodynamics
4	Teaching methods and language	<p>Lectures, team work, exercises, role playing</p> <p>Language: Italian</p> <p>Ref. Text Books:</p> <p>-Lecture notes powered by the teacher.</p> <p>- De Masi F., (2007) <i>La perversione Sadomasochistica</i>, Bollati Boringhieri.</p> <p>-Articles:</p> <p>Quattrini, F., Spaccarotella, M. (2013). <i>Il ruolo del Narcisismo nella personalità del Dipendente Sessuale</i>, <i>Rivista di Sessuologia Clinica</i>, 2, 5-35.</p> <p>Quattrini, F., Costantini, A. (2011). <i>Differenze di Genere nel Comportamento Pedofilo. La pedofilia Femminile</i>, <i>Rivista di Sessuologia</i>, 35, 2: 128-142.</p> <p>Quattrini, F., <i>Clinica delle Parafilie: Il Frotteurismo. Una Rassegna della Letteratura</i>. (pending approval)</p>
5	Assessment methods and criteria	oral exam
2) PSYCHODINAMIC OF SEXUALITY (6 ECTS, 2 nd Semester)		
Teacher: Silvia DI TOMMASO		
1	Course objectives	This course provides the student with basic principles of psychodynamic theory of psychosexual developmental and an overview of the main therapeutic approaches to sexual problems. In particular presents psychoanalysis as specific treatment focus on decoding and

		modifying the patients erotic dynamic through and exploration of his or her erotic fantasies. After a brief overview of the main psychoanalytic hypothesis concerning the psychosexual development, it is described and differentiated the concept of maturity and health in terms of sexual paths of partners of a couple. It is demonstrated the importance of intertwined connection between the worlds of fantasies, dreams and reality that come into play in that new conceptualization of the dynamic of sexual disorders. Resulting from this original understanding of sexual/erotic disorders, a new diagnostic classification is proposed
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module: This course provides a presentation of the principal psychodynamic theories of psychosexual development. It also includes the presentation of major sexual disorders according to psychoanalytic perspective. Emphasis is placed on understanding, classification, aetiology, assessment and treatment of sexual disorders according to that model.</p> <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> ○ Know the principles psychodynamic theory of sexual development ○ Understand and appreciate the similarities and differences of psychodynamic treatments. ○ Know how psychodynamic theories can contribute to the understanding and treatment of sexual difficulties ○ Know how to treat sexual problems with psychoanalytic techniques ○ Acquire skills allowing them to work with patients with different sexual problems. ○ Know how to establish and maintain an effective and empathic working relationship and treatment alliance with the patient with sexual problems ○ Evaluate sexual problems, drawing on a variety of psychodynamic models
3	Prerequisites and learning activities	The student should have a general knowledge of psychodynamic theories of personality
4	Teaching methods and language	<p>The teaching method will comprise lectures, but will also include experiential exercises and role-playing. Language: The course is taught in Italian. Textbooks: -Jole Baldaro Verde, <i>"Le motivazioni inconsce alla scelta del partner"</i>, Raffaello Cortina Editore, 2012 -Alcira Mariam Alizade, <i>"La sessualità femminile"</i>, Franco Angeli, 2006 -Claude Crepault, <i>"La sessualità. Alla ricerca dell'inconscio sessuale"</i>, Franco Angeli, 2008</p>
5	Assessment methods and criteria	Oral exam

Programme of "PSICHIATRIA FORENSE" "FORENSIC PSYCHIATRY"		
P2P057, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 5 CFU (workload is 125 hours; 1 credit = 25/30 hours)		
Teacher: Rita RONCONE		
1	Course objectives and Learning outcomes	<p>The goal of this course is to provide the knowledge of the forensic psychiatry, as the interface between law and psychiatry, to facilitate the adjudicative process of mentally disordered offenders.</p> <p>On successful completion of this module, the students should have the understanding of the main psychiatric disorders, within the forensic framework, and reformulating psychiatric and psychological findings into a legal framework in order to communicate with legal professionals.</p>
2	Dublin descriptors	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Major mental illness within the forensic framework (psychosis, schizophrenia, mood disorders, personality disorders, substance abuse). Psychiatric classification of mental disorders in DSM-V - Principles of forensic psychology and psychiatry - The psychiatric evaluation and legal report of mentally disordered offenders. Social danger and social risk assessment. - Treatment Programming within the forensic mental health framework: legislation and organization of forensic psychiatric services and community-based mental health

		<p>services in Italy</p> <ul style="list-style-type: none"> - Psychological and psychiatric assessment in childhood and adolescents in chancery. The assessment of parenting skills. - Psychological and psychiatric assessment in civil trial. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have knowledge and understanding the application of medical psychiatric expertise in legal contexts o explain a psychological and psychiatric legal report o discriminate the philosophy, rules, and standards of the judicial system o demonstrate skill in translating psychological information into a legal framework and in communication with judges, attorneys and other legal professionals o demonstrate capacity for reading and understand other texts and consult scientific data-base on related topics.
3	Prerequisites and learning activities	Knowledge of clinical psychiatry
4	Teaching methods and language	<p>Lectures in classroom.</p> <p>Language: Italian, English</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> -American Psychiatric Association, <i>Diagnostic and Statistical Manual of Mental Disorders-V</i>, Arlington, VA, American Psychiatric Association, 2013 -Bandini T, Lagazzi M. <i>Lezioni di Psicologia e Psichiatria forense</i>, Giuffrè Editore, Milano, 2000 -Ferracuti S. <i>I test mentali in psicologia giuridica e forense</i>, Centro Scientifico Editore, Torino, 2008. -Camerini GB, Lopez G, Volpini L. <i>Manuale di valutazione delle capacità genitoriali</i>. Maggioli Editore, 2011. <p><i>For consultation:</i></p> <ul style="list-style-type: none"> -Fornari U. <i>Trattato di Psichiatria Forense</i>, UTET, quarta edizione, ristampa 2008
5	Assessment methods	written exam

<p align="center">Programme of "TECNICHE APPLICATE ALLE NEUROSCIENZE" "RESEARCH TECHNIQUES IN NEUROSCIENCES"</p>		
<p>This course is composed of two Modules: 1) Psychophysiological and behavioral techniques in neuroscience; 2) Neuroimaging techniques</p>		
<p>P0123, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st semester</p>		
<p align="center">Number of ECTS credits: 10 (Workload 150 hours, 1 credit = 25 hours)</p>		
<p align="center">1) PSYCHOPHYSIOLOGICAL AND BEHAVIORAL TECHNIQUES IN NEUROSCIENCE (5 ECTS)</p>		
<p>Teacher: Michele FERRARA</p>		
1	Course objectives	To show the main methods and techniques used in the field of cognitive neurosciences to study behavioral and psychophysiological variables.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Paper and pencil tasks applied to the study of cognition, attention, vigilance, individual differences; subjective measures of mood and sleepiness; reaction times; cognitive tasks; - EEG; electropolygraphy; ERPs; quantitative and qualitative analysis of the EEG; TMS; virtual reality. <p>Students will be required to directly experience some of the above measures. Finally, they will be faced with SuperLab programming.</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of the most important subjective and objective measures in cognitive neurosciences, o have knowledge and understanding of how to use these measures in experimental settings, o demonstrate skill in SuperLab programming and ability to program their own behavioral experiment, o demonstrate capacity for reading and understanding scientific papers and other texts on related topics.

3	Prerequisites and learning activities	The student must know the fundamentals of General, Physiological and Experimental Psychology, and have some methodological knowledge
4	Teaching methods and language	Lectures, team work, exercises, home work, report Language: Italian Ref. Text books: 1) Bonfiglioli-Castiello, <i>Metodi di indagine in neuroscienze cognitive</i> , Piccin 2) Castiello, <i>Tecniche sperimentali di ricerca in psicologia</i> , Piccin (chap. 1, 2, 4 e 6) 3) Zani-Proverbio, <i>Elettrofisiologia della mente</i> , Carocci (chap. 1 e 2) or Proverbio-Zani, <i>Psicofisiologia cognitiva</i> , Carocci (pp. 23-84) 4) Stegagno, <i>Psicofisiologia</i> , vol. 1, Bollati Boringhieri (chap. 1 e 2) or Mecacci, <i>Tecniche psicofisiologiche</i> , Zanichelli
5	Assessment methods and criteria	Oral exam

2) NEUROIMAGING TECHNIQUES (5 ECTS)

Teacher: Alessia CATALUCCI		
1	Course objectives	To introduce students to the main neuroimaging techniques and indications to their employment.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Radiation. - Physical principles and features of radiation used in diagnostic imaging: ionizing and non-ionizing radiation. - Essential features of the main techniques and methods used in diagnostic imaging: X-rays, Ultrasound, CT, PET, SPECT, MRI. - The morphological and functional magnetic resonance imaging: physical principles, elements of anatomy of the brain and functional anatomy of the brain. - Processing techniques of functional MRI. Applications of Functional MRI. - Improvement of the design, quality and interpretation of neuroimaging as used in research and advanced knowledge. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o Know and understand the basic principles used to generate computed tomographic and magnetic resonance images, including basic structural images, functional MRI, spectroscopy, perfusion and radioisotope molecular imaging. o Demonstrate appreciation and understanding of the range of techniques available, along with their limitations and draw, o Understand the use of neuroimaging in research, including the principles of study design to avoid bias, practicalities and limitations of different imaging techniques, and image analysis processes. o Be able to employ the main diagnostic imaging technique and demonstrate capacity for reading and understanding other texts on related topics. o Develop key skills essential for research, in particular the critical appraisal of journal articles, experimental design and scientific communication.
3	Prerequisites and learning activities	The student must have the basics of neuroscience and major neuroimaging techniques
4	Teaching methods and language	Lectures, team work, exercises. Language: Italian Ref. Text books: -Bonfiglioli, Castiello, <i>"Metodi di indagine in neuroscienze cognitive"</i> . Ed. PICCIN Other teaching material will be distributed by the teacher.
5	Assessment methods and criteria	Oral exam, using a short slide presentation to discuss.

Programme of "NEUROPSICOLOGIA E PROCESSI COGNITIVI" "NEUROPSYCHOLOGY AND COGNITIVE PROCESSES"

This course is composed of two Modules: 1) Higher Cognitive Processes; 2) Neuropsychology

P0037, Compulsory

Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester

Number of ECTS credits: 11 (Workload 125 hours, 1 credit = 25 hours)

1) HIGHER COGNITIVE PROCESSES (5 ECTS)

Teacher: Giuseppe CURCIO		
1	Course objectives	<p>This Module will focus on the main classical issues of higher cognitive processes and their recent developments. Beginning with some core topics (consciousness, memory, reasoning) the student will explore research' methods and protocols of these processes. Furthermore the neural bases and mechanisms of the above mentioned functions will be described and discussed.</p> <p>Basic LO are related to the knowledge of the above mentioned cognitive processes.</p> <p>This Module is fundamental for the Programme goals because provides the basic knowledge of higher cognitive and mental functioning.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - perceptual processes: attention, perception, recognition, - concepts and language: concepts, language processing, language in action, - memory: long term memory, working memory, - consciousness and reasoning: thinking, problem solving, judgment and decision making, reasoning, - contribution from the cognitive neurosciences. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of such processes (under both cognitive and physiological point of view), o have knowledge and understanding of research methods aimed to investigate such processes, o understand and explain the psychological models of the above mentioned cognitive processes, o understand the statistical techniques used in the research on the above mentioned processes, o demonstrate skill in comparing different theories of cognitive processing and ability to propose and develop an experimental protocol, o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know general psychology, physiological psychology, neuroanatomophysiology
4	Teaching methods and language	<p>Students that follow lessons on all the above mentioned issues, are encouraged to improve their knowledge looking for scientific material (papers, books, etc), and are suggested to study the arguments following the current lessons, in order to be ready for midterm assessments.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Baddeley, Eysenck & Anderson, <i>La memoria</i>, Il Mulino (anno 2011);</p> <p>-Balconi , <i>Psicologia degli stati di coscienza</i> , LED</p> <p><i>Suggested readings:</i></p> <p>-Gazzaniga et al. - <i>Neuroscienze Cognitive</i> - Zanichelli (cap. 7-16);</p> <p>-Sternberg - <i>Psicologia cognitiva</i> - Piccin-Elsevier;</p> <p>-Edelman - <i>Più grande del cielo. Lo straordinario dono fenomenico della coscienza</i> - Einaudi.</p> <p>All lessons will be available on E-learning section of the University website (http://didattica.univaq.it/moodle/) as pdf files.</p>
5	Assessment methods and criteria	The assessment is based on an oral test that deals with all the arguments discussed at lesson and on suggested books.
2) NEUROPSYCHOLOGY (6 ECTS)		
Teacher: Laura PICCARDI		
1	Course objectives	To give basic neuropsychological concepts, specifically with the analysis of the main disorders, the detection of aimed evaluation tests and directions about rehabilitation treatment plan, as well as directions and suggestions for developing experiments in neuropsychology field.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course will be about:</p> <ul style="list-style-type: none"> - Attentional Disorders; - Hemineglect; Apraxia; - Aphasia; - Acquired Dislexia and Disgraphia; - Agnosia; - Amnesia and memory disorders, dys-executive syndrome; - Frontal Lobe disorders <p>During the course differential diagnosis, testing and aimed treatment will be considered.</p> <p>On successful completion of the Module the student should</p>

		<ul style="list-style-type: none"> o have knowledge and understanding of the functioning of main cognitive processes as well as their deficits in brain-damaged patients, o understand and explain the topics above mentioned and the current theory in Neuropsychology, o acquire a general knowledge and understanding of the main issues of Neuropsychology, o be able to apply general methods and some instruments to assess cognitive deficits, o acquire basic neuropsychological skills (i.e., capability to read and understand a neuropsychological assessment), o be able to expose neuropsychological theories and main rehabilitative systems, o acquire capabilities to continue learning in advanced neuropsychological dedicated post-graduated courses
3	Prerequisites and learning activities	General psychology, physiological psychology, neuroanatomophysiology.
4	Teaching methods and language	<p>Lectures, team work, exercises, home work, report</p> <p>Language: ITALIAN</p> <p>Ref. Text books:</p> <p>-Vallar G. e Papagno C., <i>Manuale di Neuropsicologia</i>, Il Mulino, 2011;</p> <p>The students have to choose one of the following texts:</p> <p>Lo studente dovrà scegliere un testo tra i seguenti:</p> <ul style="list-style-type: none"> - Grossi D. Trojano L (2005), <i>Neuropsicologia dei lobi frontali</i>, Il Mulino - Grossi D Lepore M (2002), <i>Amnesie e disturbi della cognizione spaziale</i>, Il Mulino - Denes G. (2009), <i>Parlare con la testa. Le basi neurologiche e la struttura del linguaggio</i>, Zanichelli - Stracciari, Bianchi, Sartori, <i>Neuropsicologia Forense</i>, Il Mulino, 2010
5	Assessment methods and criteria	Written Exam

Programme of “BIOCHIMICA, NEUROCHIMICA E GENETICA DEL COMPORTAMENTO” “BIOCHEMISTRY, NEUROCHEMISTRY AND GENETICS OF BEHAVIOR”		
This course is composed of two Modules: 1) Biochemistry and Neurochemistry applied to Neurosciences; 2) Molecular basis of Cognition and Behavioral Genetics		
P0127, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 1st and 2nd semester		
Number of ECTS credits: 9 (Workload 225 hours, 1 credit = 25 hours)		
1) BIOCHEMISTRY AND NEUROCHEMISTRY APPLIED TO NEUROSCIENCES (5 ECTS, 1st Semester)		
Teacher: Anna M. D'ALESSANDRO		
1	Course objectives	This course is intended to introduce the student into the field of neurochemistry and giving them basic and advanced knowledge about molecular and biochemical mechanisms of neuronal cells.
2	Course content and Learning outcomes (Dublin descriptors)	<p>There are four cornerstones to modern neurochemistry: chemical composition and architecture of molecules, energetic metabolism and dietary components , chemistry of neural transmission. In this regard the module includes the following topics :</p> <ul style="list-style-type: none"> - Chemical constitution of living matter. Chemical constitution of the cells, - Biomolecules: amino acids and proteins, enzymes, vitamins, carbohydrates, lipids, nucleotides and nucleic acids: Properties in relation to their biological function. - Characteristics and properties of biological membranes. Transport of metabolites and ions across membranes. - Myelin of the central and peripheral nervous system. - Digestion and absorption of sugar, protein and fat. Main metabolic pathways. Control mechanisms of hormone action. - Brain energy metabolism. Dependence of cerebral glucose and oxygen. Blood-brain barrier. <p>On completion of this Module the student should</p> <ul style="list-style-type: none"> o Know the structures and function of biomolecules and biochemical mechanisms of metabolism, o Understand biochemical processes leading to neuronal activity, o Be able to read and understand original neurochemical literature, and utilize theory necessary for implementing a research project, o Be able to carry out a goal-oriented scientific literature search.

3	Prerequisites and learning activities	The student must know basic elements of chemistry and cell biology
4	Teaching methods and language	Lectures, team work, home work, report. Language: Italian Ref. Text books: -L. Nelson e M.M. Cox (2003), <i>Introduzione alla Biochimica di Lehninger</i> , Ed. Zanichelli. -Dale Purves (2010), <i>Neuroscienze</i> , Ed. Zanichelli. -M.J. Zigmond et al. (2002), <i>Elementi di Neurobiologia</i> , Ed. EDISES. -George J. Siegel (2006), <i>Basic Neurochemistry: Molecular, Cellular and Medical Aspects</i> , Elsevier. -Gaynor C. Wild, Edward C. Benzel First Edition (1994), <i>Essentials of neurochemistry</i> , Jones & Bartlett Publishers.
5	Assessment methods and criteria	Written and oral exam consistent in oral report and presentation of research results of a literature review paper.
2) MOLECULAR BASIS OF COGNITION AND BEHAVIOURAL GENETICS (4 ECTS, 2nd Semester)		
Teacher: Stefano FALONE		
1	Course objectives	The course aims at giving to the students the basic and advanced knowledge about molecular and biochemical mechanisms of neurotransmission and neural activity. Moreover, one of the main course objectives is to provide elements and details of the involvement of genetics and gene expression on neuronal activities and basic behavioural features.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: <ul style="list-style-type: none"> - Biology of cellular components of nervous system (NS). Communication and signal transmission among NS cells. LTP, LTD and cellular correlates of memory. Morphofunctional features of synapsis, paracrine cross-talks (neuron-neuron and glia-neuron). Neurodegenerations and NS repairing capacity. Neurotrophins (NTs) and downstream signaling pathways. Main techniques used in neurobiology labs: neuronal primary cultures; cell lines. Methods for gene expression studies. - Biology of behavior. Learning and memory. Elements of genetics (DNA, RNA, transcription, translation and gene mutations). Genetics and evolution of behavior. Aggressiveness. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of molecular and biochemical mechanisms of neurotransmission and neural activity, o have knowledge and understanding of biochemical processes leading to neuronal activity and transmission, o understand and explain details of the involvement of genetics and gene expression on neuronal activities and basic behavioural features, o understand the strict correlation between genetic material, neuronal activity and behavior, o demonstrate skill in understanding the biomolecular mechanisms of neurotransmission and the role of gene expression on neuronal biology and behavioural characteristics, o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know the basic elements of biochemistry and cell biology.
4	Teaching methods and language	Lectures, team work, exercises, home work, report Language: italian Ref. Text books: <u>Major</u> -Purves et al., <i>"Neuroscienze"</i> (3 th italian ed.). Zanichelli. <u>Minor</u> -Kandel al., <i>"Principi di Neuroscienze"</i> . CEA. -Solomon et al., <i>"Biologia"</i> . Edises. <u>Major</u> -Palanza and Parmigiani, <i>"Biologia e Genetica del Comportamento"</i> . Libreria Santa Croce. or -Plomin et al., <i>"Genetica del comportamento"</i> . Collana Grandi Manuali di Psicologia or -Chieffi et al., <i>"Biologia e Genetica Generale del Comportamento"</i> . Edises. -Resources and slides on the e-learning platform
5	Assessment methods and criteria	oral exam

Programme of "SVILUPPO DEL SISTEMA NERVOSO E PLASTICITÀ NEURALE" "CENTRAL NERVOUS SYSTEM DEVELOPMENT AND NEURONAL PLASTICITY"		
P0119, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 4 (Workload 100 hours, 1 credit = 25 hours)		
Teacher: Silvia BISTI		
1	Course objectives	<p>The main target of this course is to provide the students with the basic knowledge of the function of nervous system at integrated and at cellular and synaptic level and its development. The course is centered on the study of how the nervous system develops and its depends on genetics and environment, its structure, what it does, its impact on behavior and cognitive functions. Not only is neuroscience concerned with the normal functioning of the nervous system, but also what happens to the nervous system when there are neurological, psychiatric and neurodevelopmental disorders.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - The normal nervous system function, from single neurons to network., as well as how single sensory organ accomplishes particular tasks like vision hearing etc. - How the nervous system develops and depends on genetics and environment, its structure, what it does, its impact on behavior and cognitive functions. - The interdisciplinary of Neuroscience, which liaises closely with other disciplines, such as mathematics, engineering, computer science, chemistry, psychology, and medicine. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have knowledge and understanding of the relation between structure and function, i.e. how we see and hear and walk etc. and how sensory and motor modalities are integrated, o be able to evaluate the role of neuroanatomical structures in terms of physiological and pathological function, o be able to analyse the relationship between central nervous system ontogeny and plasticity and specific behaviours, o be able to appraise the use of investigative methodologies to inform the identification of brain structures, functions and possible activity, o know and understand the influence of the brain over activities, o be able to integrate ideas from a range of biological theories and underlying principles in order to explain neurological phenomena (such as phantom limb pain), o be able to construct independent pieces of work in which problem solving, critical thinking and synthesis are evident, o be able to appraise the feedback received from a variety of sources and construct a strategy to improve performance., o be able to manage own learning with decreasing guidance throughout the module.
3	Prerequisites and learning activities	The student must have basic knowledge of cell biology physics., chemistry ,
4	Teaching methods and language	Lectures, , home work, report, Language: Italian/English Ref. Text books: - Kandel, Schwartz and Jassel, <i>Principles of Neurosciences</i> , McGraw-Hill publishing 2012
5	Assessment methods and criteria	oral exam

Programme of "PSICOPATOLOGIA DELLO SVILUPPO" "DEVELOPMENTAL PSYCHOPATHOLOGY"		
P2L003, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 4 (Workload 100 hours, 1 credit = 25 hours)		
Teacher: Elisabetta TOZZI		
1	Course objectives	<p>Students will be introduced to all neuropsychiatric disorders of development on the basis of recent scientific research, the pathological child development from the risk factors linked to parenting, trauma, adolescence, and to the role of the psychologist in the rehabilitation of psychiatric and social aspects of child and adolescent and outlined prevention programs. The Module will also consider the role of the psychologist in the rehabilitation of psychiatric and</p>

		social aspects of child and adolescent and outlined prevention programs. Students are expected to gain an understanding of the main theoretical influences upon current developmental research and to be able to compare and contrast theories of development.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module are:</p> <ul style="list-style-type: none"> - The concept of perinatal pathology - The adolescence - Mental Retardation (syndromes related to conduct disorder) - Pervasive Developmental Disorders - The attention deficit / hyperactivity disorder (neurobiological aspects, clinical and rehabilitative) - The conduct disorder - Youth violence - The physical and sexual abuse - The pathology of care - The pathology of attachment - The disabilities classification (ICF) - Psychosomatic illnesses <p>On completion of the Module the student should</p> <ul style="list-style-type: none"> o be able to explain models of causality of learning disabilities and basic principles for dealing with the learning disabled; o be able to discuss the link between psychological factors and biological/social courses of events; o be able to provide an account of different types of family patterns and the factors that affect their abilities to manage problems; o develop an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement; o be able to evaluate the quality of information, including differentiating empirical evidence from speculation; o be able to evaluate issues and behaviour using different theoretical and methodological approaches; o be able to use reasoning and evidence to recognise, develop, defend, and criticise arguments; o be able to act ethically and professionally; o be able to apply the charge of disability.
3	Prerequisites and learning activities	The student must know the basic notions of child neurology and psychiatry
4	Teaching methods and language	<p>Lecture and slides</p> <p>Language: Italian and English</p> <p>Textbooks:</p> <ul style="list-style-type: none"> - V.Guidetti, F.Galli, <i>"Neuropsichiatria dell'infanzia ed adolescenza (approfondimenti)"</i>, Ed Il Mulino, 2006 - M. Ammaniti, <i>"Psicopatologia dello sviluppo"</i>, Raffaello Cortina Editore, 2010
5	Assessment methods and criteria	oral exam

Programme of "PSICOLINGUISTICA" "PSYCHOLINGUISTIC"		
P0048, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 5 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Simonetta D'AMICO		
1	Course objectives	The course focuses on the general and specific mechanisms underlying the language ability in adults and children. The students will be introduced to the psychological processes involved in understanding and production of language related to phonological, morphological, lexical and pragmatic aspects. Furthermore theoretical models, experimental paradigms and research methods will be presented and discussed.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics include:</p> <ul style="list-style-type: none"> - Linguistics, Psycholinguistics and Neurolinguistics. - Key concepts related to theories about the origins, the relationship between language

		<p>and thought, language and memory, language and action; acquisition, critical age, plasticity, modularity, cerebral localization.</p> <ul style="list-style-type: none"> - Vocabulary: mental representation and organization of words and concepts associated with models of lexical access. - Sentences comprehension and production and speeches models of comprehension and production models - Methodological aspects in the study of language: observational methods and experimental procedures off-line and on-line, experimental tasks <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o have profound knowledge of the linguistic and psycholinguistic theories o understand and explain the construction of language ability in typical and atypical development o understand the application of the scientific method of investigation o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know issues of some courses as Cognitive Psychology, Developmental psychology
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Cristina Cacciari (2006), <i>Psicologia del Linguaggio</i>, Il Mulino Bologna.</p>
5	Assessment methods and criteria	Written examination: thematic questions on the program course.

Programme of “METODOLOGIA DELLA RICERCA IN NEUROSCIENZE E ANALISI DEI DATI” “RESEARCH METHODOLOGY AND DATA ANALYSIS”		
P0056, Compulsory		
Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 1st year, 2nd semester		
Number of ECTS credits: 6 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Monica MAZZA		
1	Course objectives	The general purpose of the course is research methods in social science
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - Theory, method, and research design in psychology - The paradigms of social research - Empirical translation of a qualitative theory - Practical and ethical issues in planning research - Advanced issues in qualitative data collection and analysis - Advanced issues in quantitative data collection and analysis (eg multivariate statistical analysis, and model testing). - Summary in univariate analysis. - Summary of techniques for bivariate principles in analysis of repeated measurements in longitudinal studies. - Ethics in research designed experiments. - Introduction to statistical software preliminary techniques in data exploration technical - Reflexivity in research - Systematic literature review and critical analysis - The use of meta-analysis in psychological research <p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> o Illustrate the usefulness of the experimental method in analyzing basic behavioural processes applied to learning, memory, sensation/perception, and social behaviour; o Formulate and appropriately conceptualise original research questions; o Plan and design a research project taking account of ethics, methodology, feasibility, likelihood of answering the research question, and analysis; o Evaluate research designs theoretically, methodologically, ethically and practically; o Select and use appropriate data collection methods; o Select and use appropriate methods for analysing data; o Evaluate methods of analysis including univariate and multivariate statistical analysis, as well as qualitative analysis o Make judgments about the value of various computer applications in data analysis.
3	Prerequisites and learning	The student must know Psychometrics and psychological testing.

	activities	
4	Teaching methods and language	Lectures, team work, exercises, home work, report, Language: Italian Ref. Textbooks: -Corbetta, <i>"Metodologia e tecniche della ricerca sociale"</i> . Il Mulino. Bologna. -McBurney, White, <i>"Metodologia della ricerca in psicologia"</i> , Il Mulino Bologna
5	Assessment methods and criteria	Written and oral exam.

Programme of "PSICOFISIOLOGIA DEL SONNO" "SLEEP PSYCHOPHYSIOLOGY"		
P0046, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 2nd semester		
Number of ECTS credits: 5 (Workload 125 hours, 1 credit = 25 hours)		
Teacher: Michele FERRARA		
1	Course objectives	To examine normal sleep from a multi-disciplinary perspective, showing that this behavior is characterized by a rich and intense neurophysiological and cognitive activity. To show that sleep is a local process strictly linked to our waking behavior, in particular to learning and neuroplasticity.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: sleep staging; sleep neurophysiology, mechanisms and regulation; wake-sleep-wake transitions; cognitive activity during sleep; sleep and memory consolidation; sleep as a local phenomenon. These topics will be introduced by analyzing the most recent advances of sleep research. On successful completion of this module, the student should <ul style="list-style-type: none"> o have profound knowledge of sleep psychophysiology, mechanisms and global/local regulation; o have knowledge and understanding of how the acquired scholarship may apply to everyday life and to experimental settings; o demonstrate capacity for reading and understanding other texts and scientific reports on related topics.
3	Prerequisites and learning activities	The student must have a solid preparation in Physiological Psychology.
4	Teaching methods and language	Lectures. The students may be required to read and present recent articles on specific parts of the program. Language: Italian Ref. Text books: 1) Carlson N.R. , <i>Fisiologia del comportamento</i> , Piccin (chapter 9: Il sonno e i ritmi biologici). 2) Lavie P., <i>Il meraviglioso mondo del sonno</i> . Einaudi 3) Salzarulo, Ficca, <i>La mente nel sonno</i> . Laterza 4) Casagrande M., De Gennaro L., <i>Psicofisiologia del sonno. Metodi e tecniche di ricerca</i> . Raffaello Cortina (chapters: 1-3-4-6-10-12-13-14-15-16) 5) Ferrara M., De Gennaro L. (2011), <i>Going local: Insights from EEG and stereo-EEG studies of the human sleep-wake cycle. Current Topics in Medicinal Chemistry</i> , 11 (19): 2423-2437.
5	Assessment methods and criteria	Oral exam.

Programme of "PSICOBIOLOGIA DELL'APPRENDIMENTO E DELL'AZIONE" "PSYCHOBIOLOGY OF LEARNING AND ACTION"	
This course is composed of two Modules: 1) Psychobiology of learning and memory; 2) Executive Control of Movement	
P0128, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 1st and 2nd semester	
Number of ECTS credits: 11(Workload 125 hours, 1 credit = 25 hours)	
1) PSYCHOBIOLOGY OF LEARNING AND MEMORY (6 ECTS, 1st semester)	
Teacher: Antonella GASBARRI	

1	Course objectives	<p>The principal goal of this course is to provide an overview of processes involved in learning and memory. On successful completion of this course, the student should become familiar with the biological bases of behavior and the research methodology commonly used by neuroscientists in the field of learning and memory.</p> <p>The course provides a platform for continued studies in behavioural neuroscience as the participants will acquire an understanding of the basic principles underlying brain function and behaviour, with particular emphasis on learning and memory processes.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - The nervous system: neural signaling; electrical signals of nerve cells; voltage-dependent membrane permeability; channels and transporters; synaptic transmission: neurotransmitters, receptors and their effects; molecular signaling within neurons. - Learning and memory. Learning: overview, Qualitative categories of learning; memory: overview; qualitative and temporal categories of memory; phylogenetic memory; - The Importance of Association in Information Storage - Forgetting - Brain Systems Underlying Declarative Memory Formation - Anatomical Substrate for Declarative Memories - Brain Systems Underlying Long-Term Storage of Declarative Memory - Brain Systems Underlying Non-declarative Learning and Memory - Memory and Aging - Learning and memory disorders <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> - acquire knowledge and understanding of the scope of Psychobiology of learning and memory - apply knowledge and understanding of the neurobiological bases of behavior related to learning and memory processes; - understand and explain the basic principles, major theories, and research concerning learning and memory, using the appropriate scientific terminology; - demonstrate skills in neurophysiological reasoning to integrate related topics in cognitive functions, focusing on learning and memory processes, and have gained experience and expertise in critical enquiry by contributing to scientific discussion; - demonstrate capacity for reading and understanding scientific papers focused on the topics of cognitive functions and, in particular, on learning and memory processes, and have gained an appreciation of the relationship between the experimental techniques that provide neurophysiological data, and the constraints on interpretation that the techniques impose
3	Prerequisites and learning activities	Physiological psychology, neuroanatomophysiology
4	Teaching methods and language	<p>Lectures and practical classes.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> - Gasbarri A. e Tomaz C., <i>"La memoria. Aspetti Neurofisiologici"</i>, EdISES, Napoli - <i>Scientific articles focused on the neurobiology of learning and memory</i>
5	Assessment methods and criteria	Oral examination

2) EXECUTIVE CONTROL OF MOVEMENT (5 ECTS, 2nd semester)

Teacher: Tiziana M. FLORIO		
1	Course objectives	<p>The goal of this course is to provide the fundamentals on the role of the brain and nervous system in the control of human movement. In this course, students will gain a better understanding of the higher cognitive processes underlying movement behavior.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Introduction to the processes of control and coordination in the performance of motor skills: Actions and movements. Movement and motor control. Visceral movement, emotional movement procedural motion, volitional movement. Accuracy of movements. Study of motor skill movement. Categories of movement and measurement methods. - Neurophysiological, mechanical, and cognitive bases of motor skill acquisition: Models of motor control. Closed-loop control. Open-loop control. Fast movements: approximation and adjustment phases. Learning of motor tasks. Habit. Movement and imitation. The mirror system. Externally guided movements, self paced movements. Motor error detection and correction. Motor programming. - Higher cognitive processes and sensory-motor processes. Attentive control of movement. Embodied cognition and his theories. Cognitive processes underlying performance of the motor task: encoding, storage and recall of information about the movement. Representation of actions in memory. Implicit and explicit control of the

		<p>movement. Training and executive functions.</p> <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> ○ have knowledge of the processes of control and coordination in the performance of normal motor control ○ have knowledge of the essential concepts of the executive control of body movements ○ understand the integrated regulation of multiple cerebral neural control on higher motor performance, ○ demonstrate skill in analyzing the cognitive processes underlying the voluntary motor schema building ○ demonstrate capacity to apply the compiled information to clinical or research situations.
3	Prerequisites and learning activities	The student must have the basic notions about the concepts in sensory and motor systems physiology on the control of balance, locomotion and other skilled movements
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> - Gazzaniga M.S., Ivry R.B., Mangun G.R., <i>Neuroscienze Cognitive</i>. Zanichelli - Kandell E.R., Schwartz J.H., Jessell T.M., <i>Fondamenti delle Neuroscienze e del comportamento</i>. Casa Editrice Ambrosiana - R. Nicoletti, A.M. Borghi, <i>Il controllo motorio</i>. Il Mulino – Itinerari.
5	Assessment methods and criteria	Oral Exam

<p align="center">Programme of “PSICOENDOCRINOLOGIA E PSICOFARMACOLOGIA” "PSYCHONEUROENDOCRINOLOGY AND PSYCHOPHARMACOLOGY"</p> <p>This course is composed of two Modules: 1) Psychoneuroendocrinology; 2) Psychotropic drugs</p>		
<p>P0133, Compulsory Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 1st semester</p>		
<p align="center">Number of ECTS credits: 7 (Workload 175 hours, 1 credit = 25 hours)</p>		
<p align="center">1) PSYCHONEUROENDOCRINOLOGY (3 ECTS)</p>		
<p>Teacher: Emmanuele A. JANNINI</p>		
1	Course objectives	The aim of the “Psychoneuroendocrinology” course is to learn the psychobiological bases of hormonal regulation of behavior, provide an overview of endocrine dysfunctions, the effects on hormones and hormonal therapies.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Course Programme:</p> <ul style="list-style-type: none"> - The psycho-endocrinology as a theoretical model of integrated science - Stress and the general adaptation syndrome (EMS) - Animal and human models - SGA and the immune system and inflammatory response - The hormonal mechanism: classes and hormonal mechanisms of action - SGA and systemic diseases - Physiology of the hypothalamic-pituitary - Depression and anxiety: neuroendocrine bases - Physiology of the main glands and endocrine systems - Psychology of puberty - Introduction to metabolism and homeostasis - Aging, death, and hormones - Psychological and relational aspects of diabetes mellitus - Intrapsychic and behavioral effects of endocrine diseases - Hormones and parental / social behavior - Sexual symptoms of endocrine diseases - Chronobiology - Endocrine regulation of feeding behavior - Learning, memory and hormones - Stress and the general adaptation syndrome (EMS) <p>On successful completion of this course, the student should:</p>

		<ul style="list-style-type: none"> ○ Have profound knowledge of psychobiological bases of hormonal regulation of behavior and the scientific foundations of mind-body relationships; ○ Understand and explain endocrine dysfunctions; ○ Have profound knowledge and understanding of psychosomatic effects on hormone levels and somatopsychic effects induced by hormones ○ Demonstrate skill in analysis of endocrine dysfunctions to indicate appropriate hormonal therapies; ○ Have profound knowledge and understanding of stress and the general adaptation syndrome; ○ Acquire a sufficient knowledge of behavioral endocrinology.
3	Prerequisites and learning activities	The student must know psychological and physiological bases of sexual behavior, to integrate with psychoneuroendocrinological knowledge.
4	Teaching methods and language	<p>Teaching Methods: Lectures, team work</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-F. Bottaccioli: <i>Psiconeuroendocrinoimmunologia</i>. Edizioni Red, Milano, 2005.</p> <p>The student must learn the textbook, except for these parts:</p> <ul style="list-style-type: none"> ○ pagg.: 112-144 – Il sistema immunitario ○ pagg.: 276-297 – La modulazione del network: le terapie naturali <p>-f. Trimarchi, D. Cucinotta: <i>Endocrinologia e Metabolismo</i>. Ed. Dr. Antonino Sfameni, Messina, 2010.</p> <p>The student must learn the textbook, except for these parts:</p> <ul style="list-style-type: none"> ○ pagg. 39-47 – paratiroidi, osteoporosi ○ pagg. 77-85 - dismetabolismi ○ pagg. 105-121 - odontoiatria <p>Recommended textbooks for further deepenings:</p> <ul style="list-style-type: none"> - R.J. NELSON: An introduction to Behavioral Endocrinology. Sinauer Ass. Pub., Sunderland, Ma, 2005. - E.A. JANNINI, C. MORETTI, A. FABBRI, L. GNESSI, A. ISIDORI: Neuroendocrinologia dello Stress. Sassari, Caleidoscopio, 1988. <p>Available online at: http://www.medicalsystems.it/editoria/Caleidoscopio/CalPDF/33_CAL.PDF</p> <ul style="list-style-type: none"> - C. CARANI: Patologie sessuali endocrino-metaboliche. Sassari, Caleidoscopio, 1988. <p>Available online at: http://www.medicalsystems.it/editoria/Caleidoscopio/CalPDF/25_CAL.PDF</p>
5	Assessment methods and criteria	Oral Exam

2) PSYCOTROPIC DRUGS (4 ECTS)

P1P040, Compulsory

Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2nd year, 1st Semester

Number of ECTS credits: 4 (workload is 100 hours; 1 credit = 25 hours)

Teacher: Donatella Fanini

1	Course objectives	Our course in Pharmacology is designed to prepare the student for the clinical study of therapeutics by providing a knowledge of the manner in which drugs modify biological function and behavior as well as of their capability to induce dependency. The course includes a systematic study of the effects of drugs on different organ systems and disease processes, the mechanisms by which drugs produce their therapeutic and toxic effects, and the factors influencing their absorption, distribution and biological actions.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Structure and Function of the Nervous System, Dopamine and 5HT Pharmacology, Autacoids, Glutamate, GABA, Neuropeptides and Other Neurotransmitters. - CNS Pharm. Drugs of Abuse: Opiates, CNS Stimulants, CNS Depressants, Antidepressants and Antipsychotics, Anticonvulsants and Anxiolytics, Cannabinoids, Endocannabinoids and Cannabinoid receptors. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> ○ understand and explain how drugs modify biological functions. ○ demonstrate skill in making informed judgments on the effect of drugs on different organs, diseases and behavior, in the analysis of their pharmacokinetic and pharmacodynamic profile, of their potential toxic and side effects and ability to apply their knowledge. ○ demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know Neurochemistry, Neurobiology and Neurophysiology.
4	Teaching methods and language	<p>Language: Italian</p> <p>Ref. Text books:</p> <p>-J.S. Meyer, L.F. Quenzer. Psicofarmacologia FARMACI, CERVELLO E COMPORTAMENTO,</p>

		edi.ermes -R.D. Howland, M.J. Mycek: Le basi della Farmacologia Ed. Zanichelli -H.P. Rang, M.M. Dale, J.M. Ritter, P.K. Moore: Farmacologia, Casa Editrice Ambrosiana
5	Assessment methods and criteria	Oral exam

Programme of "VALUTAZIONE E TRATTAMENTO DEI PROCESSI COGNITIVI NORMALI E PATOLOGICI" "EVALUATION AND TREATMENT OF PATHOLOGICAL COGNITIVE PROCESSES"		
This course is composed of two Modules: 1) Psychiatry; 2) Cognitive Behavioral Therapy		
P0059, Compulsory		
Second Cycle Degree in APPLIED, CLINICAL AND HEALTH PSYCHOLOGY, 2 nd year, 1 st and 2 nd semester		
Number of ECTS credits: 11 (Workload 275 hours, 1 credit = 25 hours)		
1) PSYCHIATRY (5 ECTS, 2nd semester)		
Teacher: Rita RONCONE		
1	Course objectives and Learning outcomes	The goal of this course is to provide the knowledge of the organization of community-based mental health services in Italy, and the main psychiatric disorders and their main treatments. On successful completion of this module, the students should have the understanding of the main psychiatric disorders, and their main treatments. Also they should be able to read scientific literature on mental disorders and appropriately address their mentally distressed patients to community-based mental health services for assessment, diagnosis and treatment.
2	Dublin descriptors	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - the organization of community-based mental health services in Italy: Low 180, compulsory psychiatric treatments - structured assessment in psychiatry and psychopathology (diagnostic interviews and rating scales): Brief Psychiatric Rating Scale, 24-item BPRS a 24 items (version 4.0) (Morosini & Casacchia, 1994); Hamilton Rating Scale for Depression, HAM-D (Hamilton, 1960); Mania Rating Scale, MRS (Young et al., 1978) - Psychiatric classification of mental disorders in DSM-V - Evidence-Based Psychiatry: randomized controlled trial in psychiatry, use of Pubmed - Psychiatric treatments: <i>psychopharmacological treatments</i>: pharmacology and drug properties of antidepressants, anxiolytics, antipsychotics, mood stabilizers; <i>psychiatric rehabilitation</i>: principles of psychiatric rehabilitation; main psychosocial intervention in schizophrenia, mood disorders, and anxiety; the concept of recovery and user's empowerment. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have knowledge and understanding of the organization of the psychiatric care in Italian community-based services and the main psychiatric disorders and their main treatments o apply and explain the structured assessment of psychopathology o discriminate psychological suffering from psychiatric disorders and distinguish the main psychiatric treatments o demonstrate skill in reading scientific literature on mental disorders and in communication with patients, and ability to refer them to appropriate care services and professionals o demonstrate capacity for reading and understand other texts and consult scientific data-base on related topics.
3	Prerequisites and learning activities	Basic knowledge of neuroanatomy and clinical psychiatry
4	Teaching methods and language	<p>Lectures in classroom. Language: Italian, English Ref. Text books: -American Psychiatric Association, "<i>Diagnostic and Statistical Manual of Mental Disorders</i>" - V, Arlington, VA, American Psychiatric Association, 2013 -Stahl S., "<i>Stahl's Illustrated Antidepressants</i>", Cambridge Press, 2009. -Stahl S., "<i>Stahl's Illustrated Antipsychotic</i>", Cambridge Press, 2010. -Stahl S., "<i>Stahl's Illustrated Anxiety, Stress and PTS</i>", Cambridge Press, 2010.</p> <p>Every year the teacher will select 2 recent (review and meta-analysis) papers as text books. -Kurtz MM., "<i>Neurocognition as a predictor of response to evidence-based psychosocial interventions in schizophrenia: What is the state of the evidence?</i>", Clin Psychol Rev.</p>

		2011 Jun;31(4):663-72. -Stafford MR, Jackson H, Mayo-Wilson E, Morrison AP, Kendall T., " <i>Early interventions to prevent psychosis: systematic review and meta-analysis</i> ", BMJ. 2013 Jan 18;346:f185.
5	Assessment methods	written exam
2) COGNITIVE BEHAVIORAL THERAPY (6 ECTS, 1st semester)		
Teacher: Francesca PACITTI		
1	Course objectives	The goal of this course is to provide knowledge of the history of the Cognitive Behavioral Therapy (CBT) and the Italian cognitive approach of Vittorio F. Guidano and to learn techniques used in CBT.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Course Content:</p> <ul style="list-style-type: none"> - Cognitive Behavioral Therapies - The Cognitive Approach in Italy - The Cognitive Therapist - Attachment and Emotions - The development of the Self - The therapeutic relationship - The metacognition - The conscience organization - Vittorio F. Guidano and the OSP <p>On successful completion of this module, the student should be able to</p> <ul style="list-style-type: none"> o analyze and compare the main cognitive behavioral theories, o discuss the differences between the cognitive approaches, o define and compare the four Guidano's OSP, o illustrate techniques used in CBT.
3	Prerequisites and learning activities	Clinical psychology
4	Teaching methods and language	<p>Front lessons.</p> <p>Language: italian</p> <p>Text Books:</p> <p>-Bruno G. Bara (a cura di): "<i>Nuovo manuale di psicoterapia cognitiva (vol. I). Teoria</i>". Bollati Boringhieri, 2005</p> <p>-Vittorio F. Guidano , Giovanni Cutolo, <i>La psicoterapia tra arte e scienza. Vittorio Guidano insegna "come si fa" la psicoterapia cognitiva post-razionalista</i>. Franco Angeli, 2008</p> <p>OR</p> <p>-Vittorio F. Guidano, <i>Psicoterapia cognitiva post-razionalista. Una ricognizione dalla teoria alla clinica</i>. Franco Angeli, 2008</p>
5	Assessment methods and criteria	Written and oral exam