Syllabus

Course Description

Course Title	Transitions and development crises
Course Code	64183
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-04/B
Language	Italian
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Dr. Francesco Rovatti, Francesco.Rovatti1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31734
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	6
Teaching Hours	45
Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	The course aims to provide a solid foundation in clinical life-cycle psychology, an approach in which development is seen as a life-long, multidimensional and multidirectional transformative process. Each age is influenced by multiple factors that characterise cognitive and affective changes and include different motivations and social influences. The transitions that human beings go through in the course of life occur because of changes in the organism (physical growth/decline), psychological characteristics (e.g. knowledge acquisition skills), relationships with others and interaction with the physical environment (e.g. illness). Other changes occur due to the

	social and relational characteristics of the environment to which they belong (e.g. schooling, work, retirement). Every transition has psychological implications and the causal relationship with the individual is two-way and complex. The impact of an event and the consequences it brings with it depends on the moment in life when it occurs and the responses that accompany it.
Course Topics	Central themes of the course will be: - Disease frameworks that can influence adaptation processes - Elements of clinical psychology and psychopathology in the life cycle - Continuity and discontinuity of the attachment system - Trauma as an element of rupture - Neurodevelopmental disorders and evolution in the life cycle - Life cycle stages and the related concepts of transition, adaptation and crisis
Keywords	change, transition, life cycle, adaptation, crisis.
Recommended Prerequisites	Basic knowledge of developmental psychology and education. Understanding of the main theoretical models of human developmental stages. Familiarity with the concepts of crisis, change, and adaptation in educational and social contexts. Ability to critically analyze and reflect on processes of personal and social transformation.
Propaedeutic Courses	
Teaching Format	Frontal lectures, case discussions, debates, group work, with the aim of exemplification and active comparison.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The general aim of the course is to impart knowledge about the aims, fields of application and main contents of clinical psychology of the life cycle and the main psychopathological disorders that can arise. The specific objectives are: - Acquire knowledge of the phases of the life cycle - To understand the influence of the risk and protective factors of the different ages and the main problems that may arise in

	accordance with the biopsychosocial perspective. - Analysing the dynamics involved in maintaining or accentuating these transitory or chronicising frameworks, particularly in crisis and illness situations. - To understand the pervasive effects of the dysfunctional aspects of difficulties/disorders in the person's well-being that lead to the development of psychopathologies. Students are expected to acquire and progressively develop the underlying areas of learning. Knowledge and understanding: - Acquire a theoretical basis on the essential stages of the life cycle - Understand the elements that characterise dysfunctional/psychopathological frameworks at different ages - To know the basic principles and strategies for improving relationships with children, adolescents, adults Application of knowledge - To be able to apply one's knowledge and experience through problem solving - Being able to identify possible risk and protection factors - Apply the basic principles and tools explored Ability to make an assessment: - Use acquired knowledge to understand social dynamics and possible risks in one's working environment - Being able to combine theoretical and applied knowledge to improve work effectiveness Communication skills: - Be able to communicate their knowledge, ideas and conclusions to specialist and non-specialist audiences clearly and accurately - Use effective communication skills in dealing with emotional and relational difficulties with families, children, adolescents, adults and the services involved - Know how to manage an appropriate linguistic register according to the people with whom one interacts Learning skills: - To have developed a greater awareness of one's own coping skills and emotional management under stressful conditions in order to undertake further study and learning opportunities with a greater degree of autonomy and awareness. - To be able to utilise one's learning abilities with an approach

	based on the concept of lifelong learning
Specific Educational Objectives and Learning Outcomes (additional info.)	By the end of the course, the student will be able to: Recognize and analyze the main phases of transition and crisis in human development. Apply theoretical models to interpret processes of personal and social change. Evaluate the educational and social implications of developmental crises in different contexts. Develop appropriate educational and intervention strategies to support individuals in transitional situations. Critically reflect on the cultural, social, and psychological factors influencing crises and transitions.
Assessment	Written examination consisting of 20 multiple-choice questions based on the topics addressed in the group
Evaluation Criteria	For group work, the following dimensions will be considered and assessed: Relevance of what is presented, argumentative clarity, lexical appropriateness and completeness. The group work will account for 1/3 of the overall assessment (10 points). The written examination consisting of 30 multiple-choice questions will account for 2/3 of the overall assessment (20 points)
Required Readings	Bibliographic references will be provided during the lectures (articles and selection of slides presented) .
Supplementary Readings	• Maggiolini, A. (a cura di) (2017). Psicopatologia del ciclo di vita. Milano: Franco Angeli. • Kloep, M., Hendry, L.B., Sica, L.S., Sestito, L.A. (2021). Lo sviluppo nel ciclo di vita. Cambiamenti, sfide e transizioni. Bologna: Il Mulino
Further Information	No further information
Sustainable Development Goals (SDGs)	Good health and well-being