



Short program: Research topics in psychology: theories, methodologies and applications (RTP – 16 CFU- I semester)

RTP is an integrated course which offers an overview of current research topics in psychology. It aims at introducing students to some aspects of psychological research methodology and presents updated studies on several areas of psychology: general and cognitive, developmental, clinical and organizational. Theoretical insights and empirical approaches will be examined in each area.

Features of course: the program is divided into seven modules of 12 or 18 hours each. It is possible to attend all seven modules, or choose one or more modules within the program.

Lesson period (First semester): from 14/10/19 to 20/12/19

<p>1. Introduction to Meta-Analysis and Systematic Review Angelo Panno SSD: M-PSI/03 Class hours: 12</p> <p>LEARNING OBJECTIVES: the course aims at introducing methods to perform systematic review and meta-analysis. It covers “how” to formulate a research question as well as hypotheses of a meta-analysis, define inclusion and exclusion criteria, search for the evidence through large databases, extract data, manage grey literature, assess the risk of bias, and describe and interpret the results of meta-analyses.</p> <p>2. Research in cognitive psychology Claudia del Gatto, Allegra Indraccolo SSD: M-PSI/01 Class hours: 18</p> <p>LEARNING OBJECTIVES: the course aims to provide the basic knowledge in the development of a research project. The course consists of a part of frontal teaching and another purely practical and experimental (programming of experiments, bibliographic research, critical analysis and group presentations of scientific articles, data analysis)</p> <p>3. Theory of mind across human development Antonia Lonigro SSD: M-PSI/04 Class hours: 12</p> <p>LEARNING OBJECTIVES: the course aims at introducing the key notions dealing with theory of mind (ToM), with specific regard to theories, precursors in infancy, and later development across preschool and elementary school years. Moreover, an overview of the main research directions on ToM and social behavior is provided</p> <p>4. Positive clinical psychology Luca Iani SSD: M-PSI/08 Class hours: 12</p> <p>LEARNING OBJECTIVES: the course prepares students to gain a thorough grounding in the theories and empirical findings of positive clinical psychology. It prepares students to the basic concepts of well-being, resilience,</p>	<p>allostatic load, character strengths, positive health and positive functioning, with particular reference to their clinical implications, positive interventions aimed at promoting positivity in clinical settings.</p> <p>5. Introduction to Behavioral Addictions Claudio Imperatori SSD: M-PSI/08 Class hours: 12</p> <p>LEARNING OBJECTIVES: this course will provide theoretical knowledge on the fundamental elements of Behavioral Addictions (i.e., etiological and psychopathological features, assessment and treatment).</p> <p>6. Research on suicide prevention in the community: from epidemiology to WHO preventive strategies Marco Innamorati SSD: M-PSI/08, MED/25 Class hours: 18</p> <p>LEARNING OBJECTIVES: this course will provide theoretical knowledge on the core concepts of research in the field of suicide prevention (i.e., terminology, epidemiology, risk factors, and preventive strategies).</p> <p>7. Entrepreneurship, Innovation and Business Management Gabriele Giorgi SSD: M-PSI/06 Class hours: 12</p> <p>LEARNING OBJECTIVES: this short course covers corporate, operations and human resources management, giving students an overview of how companies are often structured, how they operate and manage competitiveness and how human resources function. In addition, it addresses project management, a multidisciplinary skill used to implement most of the changes, innovations and advancements in companies, by taking students through a concrete project experience. Indeed the course uses Workshops (Managerial labs) that deal with projects and requests from companies and develop original proposals through team work.</p>
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1. Introduction to Meta-Analysis and Systematic Review

Angelo Panno

Academic Year: 2019-2020

Semester: First

Class hours: 12

Credits: 2

Language of the course: English

SSD: M-PSI/03

LEARNING OBJECTIVES

The course aims at introducing methods to perform systematic review and meta-analysis. It covers “*how*” to formulate a research question as well as hypotheses of a meta-analysis, define inclusion and exclusion criteria, search for the evidence through large databases, extract data, manage grey literature, assess the risk of bias, and describe and interpret the results of meta-analyses.

COURSE DESCRIPTION

- Introduction to meta-analysis and systematic review
- Meta-analysis research question and hypotheses
- Inclusion and exclusion criteria in meta-analysis
- Large database for meta-analysis: Scopus, ScienceDirect
- Extraction of data
- Assess the risk of bias
- Grey Literature
- Describe and interpret the results of meta-analyses

SKILLS TO BE ACQUIRED

After successfully completing this course, the students should be able to:

1. Describe the steps in conducting a systematic review and meta-analysis
2. Develop an answerable question and research hypothesis
3. Describe the process used to collect and extract data from original articles
4. Describe methods to critically assess the risk of bias
5. Describe and interpret the results of meta-analyses

Teaching: face-to-face lessons and practical exercises.

Grading: oral

Office hours: after the lesson

E-Mail: angelo.panno@unier.it

COURSE TEXTBOOK

Research articles and material provided throughout the lessons (e.g., a meta-analysis, chapters introducing conceptual foundation of a meta-analysis).

2. RESEARCH IN COGNITIVE PSYCHOLOGY

Claudia Del Gatto – Allegra Indraccolo

Accademic year: Short program
Semester: First
Class hours: 16
Credits: 2 CFU
Language of the course: English
SSD: M-PSI/01

Learning objectives

The course aims to provide the basic knowledge in the development of a research project. The course consists of a part of frontal teaching and another purely practical and experimental (programming of experiments, bibliographic research, critical analysis and group presentations of scientific articles, data analysis)

Course description

1. Experimental method
2. Programming in the Psychopy language environment
3. Data analysis: excel
4. Data analysis: SPSS

Skills to be acquired

At the end of the course students will have the skills to plan an experimental research. They will acquire the ability to:

- carry out a bibliographic search
- create an experimental design
- program behavioral experiments with specific softwares
- use excel to data organization
- conduct a statistical analysis
- interpret the results

Teaching: frontal Lessons

Examination: Oral

Office hours: after lessons

E-Mail: claudia.delgatto@unier.it; allegra.indraccolo@unier.it

Course textbook

The teaching materials will be communicated during the course.

3. Theory of mind across human development

ANTONIA LONIGRO

Academic Year: 2019-2020

Semester: First

Class hours: 12

Credits: 2

Language of the course: English

SSD: M-PSI/04

LEARNING OBJECTIVES

The course aims at introducing the key notions dealing with theory of mind (ToM), with specific regard to theories, precursors in infancy, and later development across preschool and elementary school years. Moreover, an overview of the main research directions on ToM and social behavior is provided.

COURSE DESCRIPTION

- Introduction to theory of mind
- Theories
- Precursors in infancy
- Understanding of first-order false-belief
- Second-order understanding
- Role of language and executive function
- Interplay between theory of mind and social behavior

SKILLS TO BE ACQUIRED

After successfully completing this course, the students should be able to:

1. demonstrate a comprehensive and well-founded knowledge dealing with ToM across human development
2. critically discuss the research literature on topics related to ToM
3. demonstrate an understanding of research methods used in the field of ToM

Teaching: face-to-face lessons, and teacher-guided exercises in the classroom on material provided by the teacher

Grading: written

Office hours: after the lesson

E-Mail: antonia.lonigro@unier.it

COURSE TEXTBOOK

- 1) Miller, S.A. (2012). Theory of mind. Beyond the preschool years. New York: Psychology Press (only Chapter 2 and Chapter 3).
- 2) Imuta, K., Henry, J.D., Slaughter, V., Selcuk, B. & Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review. *Developmental Psychology*, 52 8: 1192-1205. doi:10.1037/dev0000140.
- 3) Slaughter, V. (2011). Development of social cognition. In D. Skuse, H. Bruce, L. Dowdney & D. Mrazek (Eds.), *Child psychology and psychiatry: Frameworks for practice* 2nd ed. (pp. 51-55)
- 4) Chichester, England, U.K.: John Wiley and Sons. doi:10.1002/9781119993971.ch9.

4. Positive clinical psychology

LUCA IANI

Academic Year: 2019-2020

Semester: First

Class hours: 12

Credits: 2

Language of the course: English

SSD: M-PSI/08

LEARNING OBJECTIVES

The course prepares students to gain a thorough grounding in the theories and empirical findings of positive clinical psychology. It prepares students to the basic concepts of well-being, resilience, allostatic load, character strengths, positive health and positive functioning, with particular reference to their clinical implications, positive interventions aimed at promoting positivity in clinical settings.

COURSE DESCRIPTION

The course focuses on hedonic and eudaimonic well-being, positive and clinical psychology positive health, salutogenesis, sense of coherence, resilience, hardiness, allostatic load, optimal allostasis, optimal experience, positive emotions, flourishing, character strengths, positive personality traits, personality disorders, positive psychology interventions in clinical contexts, hope, optimism and their clinical implications, traumatic events and positive reactions, empathy, altruism and their clinical implications, gratitude, spirituality, meaning and their clinical implications.

SKILLS TO BE ACQUIRED

The student will acquire knowledge on well-being, resilience, allostatic load, character strengths, positive health and positive functioning, with particular reference to their clinical implications, positive interventions aimed at promoting positivity in clinical settings. The student will also acquire the ability to apply the knowledge for assessing protective and vulnerability factors into clinical contexts.

Teaching: Frontal instruction

Grading: oral examination

Office hours: Tuesday, from 9-10, room C104

E-Mail: luca.iani@unier.it

COURSE TEXTBOOK

C. Ruini, *Positive Psychology in the Clinical Domains. Research and Practice*. Springer International Publishing, Cham, Switzerland, 2017 (**except** par. 1.3, 2.3.1, 2.4, 4.2.1, 6.1.1 [first three paragraphs], 7.1, 7.2, 8.3.3, and 8.4).

5. Introduction to Behavioral Addictions

Claudio Imperatori

Academic Year: 2019-2020

Semester: First

Class hours: 12

Credits: 2

Language of the course: English

SSD: M-PSI/08

LEARNING OBJECTIVES

This course will provide theoretical knowledge on the fundamental elements of Behavioral Addictions (i.e., etiological and psychopathological features, assessment and treatment).

COURSE DESCRIPTION

- Impulsive-compulsive spectrum: general introduction.
- Etiological and psychopathological features of behavioral Addictions.
- Introduction of Food Addiction.
- Behavioral and psychophysiological assessment behavioral Addictions.
- Treatment of behavioural addictions.

SKILLS TO BE ACQUIRED

Knowledge of the critical features of Behavioral Addictions; ability to synthesize and compare the main psychopathological models.

Teaching: Frontal instruction

Grading: oral examination

Office hours: Before and after the lessons or on request by email

E-Mail: claudio.imperatori@unier.it; imperatori.c@icloud.com

COURSE TEXTBOOK

Slides and other teaching material provided during classes (i.e., four scientific articles)

6. Research on suicide prevention in the community: from epidemiology to WHO preventive strategies

Marco Innamorati

Academic Year: 2019-2020

Semester: First

Class hours: 18

Credits: 3

Language of the course: English

SSD: M-PSI/08, MED-25

LEARNING OBJECTIVES

This course will provide theoretical knowledge on the core concepts of research in the field of suicide prevention (i.e., terminology, epidemiology, risk factors, and preventive strategies).

COURSE DESCRIPTION

- Terminology: from ideation to behavior.
- Epidemiology: The European Health for All database (HFA-DB).
- Major proximal and distal risk factors.
- Prevention according the WHO.

SKILLS TO BE ACQUIRED

After successfully completing this course, the students should be able to:

1. Use correct terminology in the field of suicidology.
2. Know major risk factors for suicide.
3. Use EU mortality databases.
4. Know major components of community programmes for suicide prevention.

Teaching: Lecture-based model

Grading: oral examination

Office hours: Before and after the lessons or on request by email

E-Mail: marco.innamorati@unier.it

COURSE TEXTBOOK and Materials

Silverman MM, et al. (2007). Rebuilding the Tower of Babel: A Revised Nomenclature for the Study of Suicide and Suicidal Behaviors Part 2: Suicide-Related Ideations, Communications, and Behaviors. *Suicide & life-threatening behavior*, 37, 264-277. <https://onlinelibrary.wiley.com/doi/pdf/10.1521/suli.2007.37.3.264>

WHO (2019). European Health for All database (HFA-DB). <https://gateway.euro.who.int/en/datasets/european-health-for-all-database/>

WHO (2014). Preventing suicide: A global imperative. Geneva: WHO. <https://www.who.int/publications-detail/preventing-suicide-a-global-imperative>

7. Entrepreneurship, Innovation and Business Management

Gabriele Giorgi

Academic Year: 2019-2020

Semester: First

Class hours: 12

Credits: 2

Language of the course: English

SSD: M-PSI/06

Learning objectives

This short course covers corporate, operations and human resources management, giving students an overview of how companies are often structured, how they operate and manage competitiveness and how human resources function. In addition, it addresses project management, a multidisciplinary skill used to implement most of the changes, innovations and advancements in companies, by taking students through a concrete project experience. Indeed the course uses Workshops (Managerial labs) that deal with projects and requests from companies and develop original proposals through team work.

COURSE DESCRIPTION

Economics and Management of Innovation, Psychology of innovation – Relational Marketing- Entrepreneurship and strategies for growth – Organizational psychology, - business psychology -change capacity of organization.

Teaching: Lecture-based model

Grading: oral examination

Office hours: Before and after the lessons or on request by email

E-Mail: gabriele.giorgi@unier.it

SKILLS TO BE ACQUIRED

Skills in problem solving, project management and business management will be acquired. In addition the course stimulates creativity and ideas generation.

COURSE TEXTBOOK and Materials

Drucker P. (2006) Innovation and Entrepreneurship. Practice and Principles. HarperBusiness;
Cubico, S., Favretto, G., Leitão, J., Cantner, U. (2018) Entrepreneurship and the Industry Life Cycle The Changing Role of Human Capital and Competences. Springer s. Springer
Giorgi G., Mucci N., Di Fabio A., Ariza Montes A. (in press). New Professionalism and the Future of Work: Interdisciplinary Perspectives on Transformations in Business-Health Relationships. Frontiers. Svizzera.