# COURSE UNIT INFORMATION SHEET (SYLLABUS)

## 2019/2020

<table>
<thead>
<tr>
<th>Name</th>
<th>CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>Teaching staff</strong></td>
<td></td>
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<tr>
<td>Rosa de Jesus Ferreira Novo (Professor in charge)</td>
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<tr>
<td>Rute de Oliveira Pires</td>
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<td><strong>ECTS</strong></td>
<td>6</td>
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</table>

## Functioning

Theoretical - Practical Classes: 4 hours per week (two blocks of 2 hours) Tutoring-Schedule:

- Rosa Novo (Office D136): Wednesday: 10:00-13:00; Thursday: 14:00-15:00.
- Rute Pires (Office D134): Wednesday: 10:00-13:00; Tuesday: 19:00-20:00*.

* Tutorials schedule for the alternative evaluation

## Learning goals

1) Develop knowledge, technical and scientific skills related to child and adolescent psychological assessment; 2) Conceptualize the psychological assessment as an analytic process that integrates the person and her/his life context; 3) Select clinical and psychometric assessment tools taking into account their ethical constrains; 4) Apply 'case study' approach to different clinical domains, seeking multiaxial assessment.

## Skills to be developed

- a) Theoretical and methodological grounding of psychological assessment, b) Identification of problems that require a comprehensive assessment c) Planning of the psychological assessment process attending to specific contexts and purposes; d) History-taking/diagnostic interviewing and psychometric data collection, and e) Data analysis in order to characterize cognitive, emotional and social functioning and assess child and adolescent disorders;
- f) Decision-taking about forms of psychological treatment appropriate for each patients/situations; g) Reporting.
**Prerequisites** (precedences) *

Required knowledge of Psychometrics, Psychology of Development and Psychopathology.

**Contents**

Content organized in two modules:

1st module

A) Psychological Assessment as a Scientific Domain and an Applied Field:
Paradigms and models of assessment; Clinical model of psychological assessment: the assessment process and its stages; ethics and deontology.

B) Psychological Assessment in Childhood and Adolescence:
Assessment specificities; Normality and pathology in children and adolescents; Classification systems for disorders.

C) Methodologies, Techniques and Instruments used in Childhood and Adolescence Assessment

2nd module

Case Studies of Children and Adolescents:
Clinical cases presentation: analysis and integration of interview data, clinical histories and results of psychological tests (WISC-III; Raven's Progressive Matrices, Rey Complex Figure Test, Bender Test, Achenbach's CBCL, TRF and YSR, MMPI-A and others to consider in light of case specificity).

**Bibliography**


**Note.** Specific bibliography will be indicated according to the programmatic contents.

**Teaching methods**

Classes, theoretical and practical, are organized in two blocks (2H each). The 1st block of each class is conducted with an expositive methodology: Introduction and development of the subject, concepts' definition, characterization of theoretical models, followed by students' participation and guidelines regarding the development of the subject.

In case study classes, the presentation of the clinical history, the theoretical characterization of psychological disorders and the description of the psychological tests applied in the case under study are also done in the 1st block.
The 2nd block is devoted to the realization of individual/group exercises and the presentation and discussion of work done by students.

**Evaluation Regimes** (General and/or Alternative)

**Assessment Systems:**

1. **General Evaluation:** a) attendance and class participation - required the presence of at least 2/3 of the class; b) two theoretical-practical group reports carried out throughout the course, each one has a weighting of 20%; c) final theoretical and practical exam (with positive note into theoretical and practical parts) – global weighting of 30%.

2. **Alternative Evaluation:**

   a) attendance and class participation; b) final theoretical and practical exam (with positive note into theoretical and practical parts of the exam) – global weighting of 50%

   OR

   a) two individual reports guided by the teachers on tutorials schedule; b) final theoretical and practical exam (with positive note into theoretical and practical parts of the exam) – global weighting of 50%

Positive note is required on all elements of evaluation.

**Evaluation Elements**

(Dates due, weights, minimum required grades)

See above

**Rules for grade improvement**

The Final Exam may be repeated and give rise to improved note; the remaining elements of evaluation are not repeatable.

**Rules for students having previously failed the course unit**

Students in this condition may choose one of the evaluation regimes.

**Requirements on attendance and punctuality**

In all classes, the student must sign the attendance sheet at the beginning of the 1st block of class and at the end of the 2nd block.

Is required the presence of at least 2/3 of the classes.

**Rules for special students**
(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Students in these conditions could opt for the most appropriate evaluation regime.

Students with special needs will be evaluated through a compatible methodology that will be considered on each case.

**Language of instruction**

Classes: Portuguese (Only)
Bibliography: Portuguese, English, French and Spanish.

**Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
b) To help or try to help a colleague in committing a disciplinary offense;
c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
d) To present someone else’s work as one’s own;
e) To forge, or change without permission from the author, any information or citation in an academic work;
f) To interfere, change or attempt to change grades;
g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

Junho.2019

Rosa ferreira Novo

Rute Oliveira Pires