

COURSE UNIT INFORMATION SHEET 2020/2021

Course unit title: CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT

Academic staff members:

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ECTS: 6

Structure and functioning: 4H Theoretical-Practical (TP) weekly, divided into 2H blocks.

The class of the first block will be recorded and made available weekly to all students, on the UC page of the moodle platform. The second block class will take place in a face-to-face system, with biweekly rotation, with work to be done by the student, in an autonomous regime. For this purpose, each of four classes (TP1, TP2, TP3 and TP4) will be subdivided into two groups (A and B) according to the weekly regime system presented.

1st BLOCK

Recorded Class, available on Tuesdays, from the 2nd to the 14th academic week; accessible to students for a week.

2nd BLOCK

First academic week: Class, via Zoom, for each class (Groups A and B) at the scheduled times (15:00-17:00).

From the 2nd academic week, the following regime will apply:

Tuesday TP1: 15:00 - 17:00

Group A: PRESENTIAL CLASS (Room 1) - Fortnightly rotation interspersed with Group B of TP1

Group B: AUTONOMOUS WORK - Fortnightly rotation interspersed with Group A of TP1

Wednesday TP2: 15:00 - 17:00

Group A: PRESENTIAL CLASS (Room 1) - Fortnightly rotation interspersed with Group B of TP2

Group B: AUTONOMOUS WORK - Fortnightly rotation interspersed with Group A of TP2

Thursday TP3: 15:00 - 17:00

Group A: PRESENTIAL CLASS (Room 1) - Fortnightly rotation interspersed with Group B of TP3

Group B: AUTONOMOUS WORK - Fortnightly rotation interspersed with TP3's Group A

Friday TP4: 15:00 - 17:00

Group A: PRESENTIAL CLASS (Room 1) - Fortnightly rotation interspersed with Group B of TP4

Group B: AUTONOMOUS WORK - Fortnightly rotation interspersed with TP4 Group A

NOTE: In case it is impossible to ensure the presential system, the classes in the second block will be replaced by zoom sessions coinciding with the times scheduled for each class or group, under conditions to be defined.

TUTORIALS: The face-to-face assistance to students, individually or in small groups, will be carried out in the periods after the face-to-face classes of the respective groups. Exceptionally, they will be carried out via Zoom through specific and previously scheduled sessions.

Learning goals

- Develop knowledge and acquire competences applicable to the exercise of child and adolescent psychological assessment (school age children and adolescents).
- Conceptualize psychological assessment as a process organized according to unique contexts and objectives.
- Comply with the technical and ethical-deontological principles underlying the assessment process and the use of psychological tests.
- Learn the 'case study' methodology according to the principles of dynamic and integrative assessment of psychological functioning and human behavior.
- Articulate psychological assessment with other clinical domains, namely with taxonomy and intervention.

Skills to develop

This course will allow students to develop the following skills:

- Analysis of requests for help and identification of needs susceptible to clinical intervention;
- Planning of psychological assessment processes;
- Collection of anamnesis through semi-structured interviews;
- Application of psychological tests and determination of results and profiles;
- Analysis of clinical and psychometric data towards formulating diagnoses;
- Development of descriptive and comprehensive summaries that respond to the evaluation request.

Prerequisites (Precedences)

Although they are not mandatory precedents, the learning and skills developed in previous UCs are fundamental, namely: Psychometrics, Developmental Psychology and Psychopathology.

Contents

Course unit organized in two complementary modules.

The first, based on the theoretical and methodological bases of comprehensive clinical assessment, focuses on the specificities of children and adolescents' development and the validity, usefulness, and appropriateness of the assessment to specific contexts and issues.

The second module focuses on case studies of children/adolescents with different psychopathological conditions. It is thus related to the training of practical skills, namely: analysis of chief complaint; identification of needs for clinical intervention; planning of assessment process; anamneses collection through semi-structured interviews; psychological testing and results integration; analysis and integration of clinical and psychometric data for establishing diagnoses; reporting.

1st MODULE

Topic 1 – Psychological Assessment as a Scientific Domain and an Applied Area.

- 1.1. Main paradigms and assessment models
- 1.2. The comprehensive model
- 1.3. Ethical-deontological principles in the assessment process

Topic 2 – Psychological Assessment Process in Childhood and Adolescence.

- 2.1. Specificities of assessment in a developmental context

2.2. Normal childhood-adolescence / pathology

2.3. Taxonomic systems.

Topic 3 – Methodologies, Techniques and Psychological Tests

3.1. Clinical and psychometric methodologies and techniques

3.2. Psychological tests by domains of functioning and behavior

3.3. Assessment planning by objectives and assessment contexts

2nd MODULE

Case Studies

Assessment processes of children and adolescents with diverse problematics:

- Analysis of interviews and anamnesis data;
- Scoring and interpretation of psychological tests (WISC-III; Raven Progressive Matrices; F.C. Rey; Bender / VMI Test; MMPI-A; Graphic Tests; Thematic Tests).
- Analysis, interpretation and integration of clinical and psychometric data.
- Report writing.

References

- Carr, A. (2006). *The handbook of child and adolescent clinical psychology. A contextual approach* (2nd ed.). London: Routledge.
- Klyklyo, W. & Kay, J. (Eds.) (2012). *Clinical child psychiatry* (3rded.). Hoboken, NJ: John Wiley & Sons.
- Sattler, J. & Hoge, R. (2006). *Assessment of Children: Behavioral, social, and clinical foundations* (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Smith, S. & Handler, L. (Eds.). (2007). *The clinical assessment of children and adolescents: A practitioner's handbook*. Mahawah, NJ: Laurence Erlbaum Associates.
- Saklofske, D., Reynolds, C., & Schwean, V. (Eds.) (2013). *The Oxford handbook of child psychological assessment*. New York, NY: Oxford University Press.

NOTE: Book chapters, scientific papers and tests manuals will be specifically indicated by theme throughout the course.

Teaching methods

The teaching methodologies cover different pedagogical techniques compatible with the theoretical-practical nature of this unit. In class, in addition to teacher's presentation of theoretical topics, concepts, instruments, and research data (1st Block), students are encouraged to actively participate by solving and discussing exercises (2nd Block).

Active learning methodologies are also applied - individual and group essays are mandatory (study of specific problems, planning of assessment processes in diverse contexts, training the application and analysis of different techniques/tests) and supervised in a regular basis under a tutorial framework.

Evaluation

GENERAL EVALUATION SYSTEM

Attendance and Participation in Classes: students are required to attend at least 2/3 of the face-to-face classes and to perform the exercises proposed for autonomous work.

Group Assignments: two assignments (one theoretical-practical associated with the 1st module; another practical associated with the 2nd module). Each with a weight of 20%.

Final Exam: composed of two parts (theoretical and practical part), each with a weight of 30%.

For approval and determination of the final grade, attendance and a positive grade are required in all elements of evaluation.

ALTERNATIVE EVALUATION SYSTEM

Applicable to students legally considered to be in an exceptional situation.

Final Exam: composed of two parts (theoretical and practical part), each weighing 50%. For approval and determination of the final grade, a positive grade is required in both parts.

Individual Assignments (applicable to students who do not meet the criterion of Attendance and Participation in Classes): two assignments (mentoring oriented *; at least three tutorials), each with a qualification of Approved or Not Approved. Exam attendance requires approval in both assignments.

* Assignments' themes and tutorials' framework will be defined, with each student, preferably in the first week of classes. The remaining tutorials will be scheduled at students' request.

NOTE: The final exam, common to all students, is expected to be carried out in a presential framework accordingly to the directions of the Faculty and University Coordinators. In case of impossibility to do it, due to lack of security conditions or due to higher imposition, the exam can be carried out remotely under specific conditions to be defined.

Evaluation elements

Assessment Elements and their Weighting: indicated above.

NOTE: It is mandatory to deliver the Student Form (with photo) in the first weeks of classes.

Rules on grade improvement

The Final Exam can, within the legal conditions provided, be repeated, and give rise to an improvement in grade; the remaining elements of assessment are not repeatable.

Rules for repeating students (if applicable)

Repeating students can choose between the general or the alternative evaluation system.

Requirements for attendance and punctuality

The general system envisaged is the presence and participation of students in the scheduled face-to-face classes and the performance of autonomous work. In all face-to-face classes (first 15 minutes), students' presence will be registered; in the remaining classes of autonomous work, the presence will be considered from the delivery of the assignments that were requested. Students in the alternative system who do not meet the attendance criteria, will have to carry out individual assignments on a mentoring framework.

Specific rules for students under legally exceptional situations (workers, high competition athletes,

associative leaders, military, fathers and mothers, individuals with special educational needs, at risk patients for COVID)

Students considered to be in an exceptional situation can choose the evaluation system that is most convenient for them.

Only for students with sensorial deficits, or other special educational needs that justify it, changes to the evaluation modalities will be considered. On a case-by-case basis, assignments, and exam modalities compatible with the possibilities of each student will be proposed.

Language of instruction

Classes take place in Portuguese; the recommended bibliography is mostly in English and some in Portuguese, Spanish or French. In the case of foreigners' students, assignments and exams in English, French or Spanish will be accepted.

Disciplinary infractions and sanctions

In accordance with the Apprenticeship Assessment Regulation, the following behaviors are disciplinary infractions subject to disciplinary sanctions:

- a) Give, use or try to use materials, information, notes, or other objects and equipment not authorized in academic work;
- b) Assist or attempt to assist a colleague in committing a disciplinary offense;
- c) Submit the same written work for appreciation in different courses without authorization from the teachers, even with minor changes;
- d) Present the work of another as your own;
- e) Inventing or altering any information or citation in academic works without authorization;
- f) Interfering, altering or attempting to alter classifications;
- g) Try to prevent or interfere with the proper functioning of classes, research work or other academic activities;
- h) Making false accusations regarding teachers or management bodies, colleagues and non-teaching staff of FP-UL;
- i) Falsification of signatures on the attendance sheets in classes, in documents related to elements of evaluation, and in any official document referring to their process and academic status.

The disciplinary infractions committed in the performance of any element of evaluation may imply the annulment of it, and should be reported to the Pedagogical Council. Depending on their severity and repetition, they may result in other sanctions, to be defined by the Rector of the University of Lisbon.

Setembro de 2020
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