

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name: Psychological Assessment in Career Context
Teaching staff Maria Odília Teixeira, Isabel Janeiro
ECTS 6
Functioning: Theoretical classes: Wednesday from 9 to 11 hours Practical classes: Wednesday from 11 to 13 hours The tutoring hours: Friday from 10-13 (online, zoom) The 1st class (September 23th) will take place online through Zoom. The link will be sent to the students through email. Scenario A: Advanced release from confinement. Classes will be in person for all enrolled students if the size of the room allows it. If not, two sub-classes will be organized in such a way that each student has his or her face-to-face class in alternate weeks; each week the classes will take place in person for a sub-class and will be simultaneously transmitted remotely by Zoom to the other sub-class. Scenario B - Total confinement. If a scenario of greater restrictions emerges, at some point, to be determined by public and academic authorities, classes will be taught online at the stipulated time, using Zoom, Moodle and, when necessary, other forms of distance learning. Any situation related to the pandemic and that is not included in the course unit information sheet will be analyzed according to the rules stipulated by the competent entities.
Learning goals The general purpose: The students, throughout the semester, are developed a general model of psychological assessment whose nature is holistic and integrating different methodologies, and that can be applied in different groups and contexts. The specific objectives of the UC take as reference the standards advocated by the International Association of School and Vocational Guidance (AIOSP / IAEVG), and propose that students acquire information, develop knowledge and attitudes and train skills to: • Use qualitative and quantitative of the assessment techniques in the career and educational field; • Use of the psychological assessment as a resource that self-regulation that joint the career, the apprenticeship, and the meaning of life; • Use of the psychological assessment as source of the empowerment, the development, and the well-being • Support the psychological assessment according to theoretical models of the Career Psychology • Plan the research in the scope of questionnaire construction-adaptation
Skills to be developed • Critical judgment of the models and quantitative and qualitative procedures to be used, according to groups, contexts and problems;

- Preparation and selection of assessment procedures;
- Interpretation of results;
- Preparation of reports;
- Elaboration of standards;
- Observation of the cultural and social specificities of the groups;
- Observation of the specificities of computerized procedures;
- Use of information sources on tests;
- Adoption of ethical and deontological principles;
- Adaptation and construction of evaluation procedures.

Prerequisites (precedences) *There is not

Contents

1. Psychological assessment and counselling in Portuguese Educational context
 - 1.1. Purposes of the psychological assessment, considering the functions of the Psychology and Guidance Services, the principles of Inclusive Education and Multilevel Intervention, and the Profile of the student at the end of compulsory education.
 - 1.2. Methods. Skills. Ethics and deontology in assessment
2. Psychological paradigms in Career Psychology, and qualitative and quantitative procedures
 - 2.1. Assumptions of psychological assessment in current theoretical frameworks
 - 2.2. Congruence concept: structural and phenomenological
 - 2.3. Dimensions of vocational self-concept. Models: Super, Savickas, McAdams
 - 2.3.1. Vocational development processes: maturity, adaptability, decision
 - 2.3.2. Motivational processes: needs, values, interests, self-efficacy and empowerment
 - 2.3.3. Personality traits and interpersonal skills.
 - 2.3.4. Cognitive domain. General and specific measures. Relationship to learning and motivation
 - 2.3.5. Neuro psychological assessment. Attention and memory
3. Evaluation in pre-school and 1st cycle. Legislative framework. Purposes and procedures
4. Specificities in the assessment (e.g., curriculum, disability, multiculturalism, poverty)
5. Interpret and communicate results.
 - 5.1. Standards
6. Elaborate, and adaption of the questionnaires. Cultural variables

Bibliography

- Tang, M. (2018). *Development and Counseling: Theory and Practice in a Multicultural World*. California: Sage Publishing.
- Teixeira, M. O. (2004). Avaliação psicológica no contexto do aconselhamento vocacional. Princípios, Padrões Éticos e Competências. Desenvolvimento Vocacional. Políticas e Intervenções Nacionais. Estabelecimento de Princípios e Orientações. In M. do Céu Taveira, H. Coelho, H. Oliveira & J. Leonardo. *Desenvolvimento vocacional ao longo da vida. Fundamentos, Princípios e Orientações*, 37-56. Coimbra: Almedina
- Watkins, C.E. & Campbell, V.L. (Eds.) (2000). *Testing and assessment in counseling practice (2nd ed.)*. Mahwah: Erlbaum
- Whiston, S. C. (2016). *Principles and Applications of Assessment in Counseling + Mindtap Counseling (5nd Ed.)*. Brooks Cole
- Wood, C. & Hays, D. G. (Eds.). (2013). *A counselor's guide to career assessment instruments (6th ed.)*. Alexandria, VA: National Career Development Association

Teaching methods

Exposure; Reading and analysis of bibliographic sources; Presentation of topics and group discussion; Exercises for

reflection, self-regulation and application of concepts, procedures and research data. Portfolio as a resource for organization, reflection and consolidation of learning.

Evaluation Regimes (General and/or Alternative)

General Regime: Works and examination

Alternative Final Regime: Exam

Evaluation Elements

1. Analysis-discussion of a qualitative technique or specific evaluation, in classroom or zoom (group or individual) (20%),
2. Four exercises throughout the semester, which seek to reference the characteristics of the Portuguese educational system and the use of psychological assessment, in classroom or zoom (group or individual) (20%);
3. Organization of a portfolio with the most used instruments in the intervention. This consists of the elaboration of a set of summary sheets on the instruments and instruments materials (e.g., manuals, standards). This work is individual and monitored and discussed in class (20%),
4. Written exam with consultation of the portfolio (40%).

To be successful in the UC (10 or more values, on a scale of 0 to 20 values), students need to do all the work and to obtain a positive classification (10 or more values, on a scale of 0 to 20 values) in the portfolio and in the written exam.

Rules on grade improvement

Students can improve the classification of the written exam and the portfolio

Requirements on attendance and punctuality

Students according to the general system of evaluation must attend 2/3 of the classes, in both scenarios.

Rules for special students

Individual examination with a minimum compulsory mark of 10

Language of instruction

Portuguese

Some recommended readings may be in English, French or 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..

* If applicable