

## COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Programme: Master Course in Educational Psychology and Counseling

<p><b>Name</b></p> <p>Educational and career assessment</p>
<p><b>Teaching staff</b></p> <p>Maria Odília Teixeira (Professor in charge) e Isabel Nunes Janeiro</p>
<p><b>ECTS: 6 ECTS</b></p>
<p><b>Functioning</b></p> <p>This Course Unit (CU) is compulsory for the Master Course in Educational Psychology and Counseling's students and elective for other master courses' students. Classes are theoretical and practical. The tutoring hours of Professors Maria Odília Teixeira (D-333 cabinet) and Isabel Nunes Janeiro (D-334 cabinet) will be set annually.</p>
<p><b>Learning goals</b></p> <ol style="list-style-type: none"> <li>1. To establish the objectives of the psychological assessment (AP), according to the nature of the educational intervention, counseling and the deontological code of Portuguese Psychologists,</li> <li>2. To conceptualize holistic and integrative models and assessment as a resource for inclusive and multilevel practices,</li> <li>3. To evaluate the potential of qualitative and quantitative techniques,</li> <li>4. To establish procedures that link the career to learning and socio-emotional mastery, promoting self-confidence, development, well-being, success in learning,</li> <li>5. To develop critical judgment in choosing resources, according to development criteria, personal, cultural and contextual specificities and metric qualities of instruments,</li> <li>6. To interpret results, according to theoretical models, measurement qualities and personal narrative,</li> <li>7. To establish a multilevel intervention, based on research results in the field of the AP</li> <li>8. To establish an investigation plan to construct, adapt and refine an evaluation procedure.</li> </ol>
<p><b>Skills to be developed</b></p> <ul style="list-style-type: none"> <li>▪ Critical judgment of the quantitative and qualitative models and procedures, considering the characteristics of the instruments, groups, contexts and problems;</li> <li>▪ Prepare and select procedures;</li> <li>▪ Analyze the psychometric characteristics of the instruments;</li> </ul>



- Interpret results;
- Prepare reports;
- Develop standards;
- Consider cultural and social specificities of the groups;
- Consider specificities of computerized procedures;
- Use sources of information about the tests;
- Adopt ethical and deontological principles;
- Adapt and build assessment procedures.

### **Prerequisites \***

Not applicable

### **Contents**

#### 1. Psychological assessment (AP) and counseling in an educational context.

- 1.1. Purposes of AP, 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. Theoretical models. Implications for the quantitative and qualitative objectives and procedures of the AP
- 1.3. Skills required in AP.
- 1.4. Ethics and deontology.

#### 2. Congruence concept: structural and phenomenological.

- 2.1. Predictive value of the concept. Research in the field of well-being and self-efficacy

#### 3. Vocational self-concept. Dimensions and levels. Super, Savickas, and McAdams models´

- 3.1 Vocational development processes. Maturity, adaptability and decision measures.
- 3.2. Motivational processes. Measures of needs, values, interests, sources and beliefs of self-efficacy, self-control, empowerment and beliefs of the future.
- 3.3. Personality and interpersonal skills. Qualitative, quantitative, and behavioral assessment procedures.
- 3.4. Cognitive domain. General and specific measures. Relationship to learning and motivation.
- 3.5. Neuropsychological assessment. Attention, memory.
- 3.6. Investigations with groups at different ages, cultural contexts and social vulnerability.

#### 4. Evaluation in pre-school and 1st cycle.

- 4.1. Legislative framework
- 4.2. Purposes
- 4.3. Relationship with agency and learning process



4.4. Formation of competences beliefs and interests. Measures

4.5. Sources of self-efficacy. Investigation data and implications

5. Specificities of assessment in environments of curricular, multicultural diversity, disability and poverty

6. Interpret and communicate results.

6.1. Types of results. Standards

7. Build, adapt tests: procedures. Culture.

### **Bibliography**

American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational & Psychological Testing (2014). *Standards for educational and psychological testing*. American Educational Research Association.

Schmuck, P., & Sheldon, K. M. (2001). *Life goals and well-being. Towards a positive psychology of human striving*. Hogrefe & Huber Publishers.

Tang, M. (2018). *Development and Counseling: Theory and practice in a multicultural world*. Sage Publishing.

Watkins, C.E. & Campbell, V. L. (Eds.) (2000). *Testing and assessment in counseling practice (2<sup>nd</sup> ed.)*. Erlbaum.

Whiston, S. C. (2016). *Principles and applications of assessment in counseling + Mmindtap counseling (5<sup>nd</sup> Ed.)*. Brooks Cole

Wood, C. & Hays, D. G. (Eds.). (2013). *A counselor's guide to career assessment instruments (6<sup>th</sup> ed.)*. National Career Development Association.

### **Teaching methods**

Theoretical classes involve thematic exposition of the themes, taking into account the reflection on constructs and models that underlie the measures, respective psychometric characteristics and empirical data from the research, in which these same characteristics emerge. Practical classes include analysis and reflective discussion on specific evaluation topics (theme 5 of the program), analysis of test results in a case study and exercises. During the semester, a portfolio is produced that includes materials about tests, with continuous feedback in class. In all classes there is an application exercise aimed at the synthesis of information about a measure, the applicability of psychometric concepts and planning of interventions and / or investigations, based on the data presented.

### **Evaluation Regimes**

General or Alternative

### **Evaluation Elements**



The evaluation of students in a general regime consists of the following tasks:

- (1). Two oral presentations in class on educational contexts that frame AP, qualitative techniques or specificities in the assessment (10%) (group or individual);
  - (2). In all classes throughout the semester, application exercises are proposed to consolidate knowledge on specific issues of evaluation in multilevel intervention. Of these, students choose 4 for evaluation (20%) (individual work).
  - (3). Organization of a portfolio that includes two components: (1) summary sheets of the instruments (in groups), and a psychometric exercise to analyse the distribution of results, precision indices and validity indicators. The data for the second exercise are provided by the teachers (individual work). This 3rd element has a coefficient of (25%)
  - (4). Written exam with portfolio consultation (45%).
- All works must include a theoretical foundation, and follow the rules of scientific writing of the most recent APA manual. Formal aspects, which include clarity and accuracy of writing, and conceptual and content organization (1 point).
  - Presentation and delivery dates will be defined in the first class
  - The final classification is the sum of the indicated coefficients, and approval (10 or more values, on a scale of 0 to 20 values) implies a classification of 9.5 in the written exam.

**Alternative Final Regime for Students – Workers, and others in an exceptional situation.**

The evaluation of students in the alternative system consists of an individual final exam (100% of final grade). The exam is in the form of open development questions

**Rules for grade improvement**

Students can improve the classification of the written exam

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

The classifications regarding the works (presentations, exercises, and portfolio) are valid in the period of two academic years, that is, in the year in which they are carried out and in the following year.

**Requirements on attendance and punctuality**

Students according to the general system must attend 2/3 of the classes. Students according to the alternative system have no mandatory attendance.

**Rules for special students**

To be analyzed in each case.

**Language of instruction**



Portuguese

### **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