

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme: Child and Adolescent Developmental Psychopathology – Prevention and Intervention

Name CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT
Teaching staff (Also indicate the Professor in charge) Rute Pires (Professor in charge) Carla Silva Marta Gonçalves
ECTS 6
Functioning Theoretical - Practical Classes: 4 hours per week (two blocks of 2 hours) Tutoring-Schedule: Rute Pires (Office D134): Wednesday: 10:00-13:00; 19:00-20:00* * Tutorials schedule for the alternative evaluation
Learning goals a) Develop knowledge and acquire competences applicable to the exercise of child and adolescent psychological assessment (school age children and adolescents). b) Conceptualize psychological assessment as a process organized according to unique contexts and objectives. c) Comply with the technical and ethical-deontological principles underlying the assessment process and the use of psychological tests.



- d) Learn the 'case study' methodology according to the principles of dynamic and integrative assessment of psychological functioning and human behavior.
- e) Articulate psychological assessment with other clinical domains, namely with taxonomy and intervention.

Skills to be developed

- Theoretical and methodological grounding for psychological assessment;
- Identification of problems that require comprehensive assessment;
- Planning of the psychological assessment process attending to specific contexts and purposes;
- History-taking/diagnostic interviewing and psychometric data collection;
- Data analysis to characterize cognitive, emotional and social functioning and assess child and adolescent disorders;
- Decision-making regarding appropriate psychological treatment;
- Reporting.

Prerequisites (precedences) *

Required knowledge of Psychometrics, Psychology of Development and Psychopathology.

Contents

The theoretical-practical classes will follow a 'case study' methodology. Through specific assessment contexts and situations, the theoretical, conceptual and taxonomic aspects of the assessment of children and adolescents will be addressed; the assessment methodologies most appropriate to the specificity of each case will be characterized; a methodology for analysis and integration of clinical and psychometric data will be transmitted; competences will be developed to draw up conclusive summaries of the cases.

A. Psychological Assessment as a Scientific Domain and an Applied Area

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

B. Psychological Assessment Process in Childhood and Adolescence

Specificities of assessment in a developmental context. Normal childhood-adolescence / pathology. Taxonomic systems.

C. Methodologies, Techniques and Psychological Tests

Assessment planning by objectives and assessment contexts. Clinical and psychometric methodologies and techniques. Semi-structured interview and anamnesis. Instruments by domains of functioning and behavior.



D. Analysis and Integration of Clinical and Psychometric Data

Development of skills in analyzing interviews and anamnesis data. Development of skills in scoring, analysis, interpretation and integration of psychological test results, specifically: WISC-III; Raven's Progressive Matrices; FC Rey; Bender / VMI test; MMPI-A; Graphic tests; Thematic tests. Training report writing.

Bibliography

Archer, R. P. (2017). *Assessing adolescent psychopathology: MMPI-A/ MMPI-A-RF* (4th ed.). Routledge.

McLeod, B., Jensen-Doss, A., & Ollendick, T. (Eds.). (2013). *Diagnostic and behavioral assessment in children and adolescents: A clinical guide*. The Guilford Press.

Saklofske, D., Reynolds, C., & Schwab, V. (Eds.) (2013). *The Oxford handbook of child psychological assessment*. Oxford University Press.

Sattler, J. & Hoge, R. (2006). *Assessment of Children: Behavioral, social, and clinical foundations* (5th ed.). Jerome M. Sattler, Publisher.

Smith, S. & Handler, L. (Eds.). (2007). *The clinical assessment of children and adolescents: A practitioner's handbook*. Laurence Erlbaum Associates.

Psychological tests manuals used in case studies.

Teaching methods

Teaching methodologies cover different pedagogical techniques compatible with the theoretical-practical nature of this Unit. In the classes, in addition to exposing theoretical themes, presenting concepts, instruments and research data, analyzing and discussing the clinical and psychometric data of each case, preparing comprehensive summaries of the cases, the active participation of students is requested by carrying out exercises with final class discussion. There is also a mandatory group work carried out on a tutorial basis throughout the semester.

Evaluation Regimes (General and/or Alternative)

General Evaluation:

- a) attendance and class participation - required the presence of at least 2/3 of the class;
- b) a theoretical-practical group report carried out throughout the course, with a weighting of 40%;
- c) final theoretical and practical exam (with positive note into theoretical and practical parts) – global weighting of 60% (30% each part).

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 100% (50% each part).

OR



a) without attendance and class participation; b) individual report guided by the teachers on tutorials schedule; c) final theoretical and practical exam (with positive note into theoretical and practical parts of the exam) – global weighting of 100% (50% each part).

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 can 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.

* If applicable

Rute Pires

30/06/2023