

## **PSYCHOLOGICAL ASSESSMENT OF THE CHILD AND ADOLESCENT**

**4º Year – 1º Semester**

**2007/2008**

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### **AIMS**

#### **GENERAL**

- \* To develop knowledge and competences applicable to the practice of the psychological assessment of children and adolescents.
- \* To promote reflection on the application of ethical-deontological principles to the practice of psychological assessment and diagnosis.
- \* To favour the integration of knowledge and methodologies from different fields of psychology and to promote their suitable application to psychological assessment.

#### **SPECIFIC**

- \* To establish the articulation of psychological assessment with other clinical fields, namely intervention.
- \* To understand the complexity of the psychological assessment process and its specificity in children and adolescents
- \* To develop an assessment perspective as an integrated process of factors regarding the individual and his/her life contexts.
- \* To promote knowledge for appropriate selection and use of both clinical and psychometric instruments and techniques, within the context of assessment.
- \* To learn an analysis and data integration-based methodology.

### **PROGRAM CONTENT\***

#### **INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT**

- Conceptual and methodological bases of assessment and diagnosis
- Assessment as a field of integration of the nomothetic and ideographic approaches
- Ethical and deontological aspects applied to psychological assessment

#### **THE PROCESS OF PSYCHOLOGICAL ASSESSMENT AND ITS STAGES**

- Characterisation of the process according to the assessment contexts and aims.
- Clinical and psychometric techniques integration in the context of psychological assessment
- Techniques and instruments in the assessment of the cognitive domain (WISC-III; PMC; PMS; VMI; Bender Gestalt Test; Complex Figure Test; Piaget-Head Battery): theoretical foundations; administration, analysis and interpretation procedures.
- Assessment and diagnosis instruments (Achenbach Scales; MMPI-A; Once upon a time) in personality assessment: theoretical foundations; administration, analysis and interpretation procedures.

#### **THE PRACTICE OF THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS**

- Study of pedagogical clinical cases related to different problems and contexts (school, family and health).
- Guided study for an integrated analysis of the different dimensions of psychological functioning.

### **Bibliography**

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- Marsh, E. J. & Barkley, R. A. (Eds.). (2003). *Childhood psychopathology* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Santacana, M. F. (1993). *Evaluación psicológica infantil*. Barcelona: Editorial Barcanova.
- Sattler, J. & Hoge, R. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). San Diego: CA: Author.
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- Soares, I. (Coord.). (2000). *Psicopatologia do desenvolvimento: Trajectórias (in)adaptativas ao longo da vida*. Coimbra: Quarteto.
- \* *Specific references and manuals of all the instruments included in the program will be also recommended.*

### **TEACHING METHODS**

The subject is taught in a theoretical and practical way. The classes comprise two periods of two hours each and students have to attend to four hours per week. The first two hours are essentially theoretical pertaining to the exposition of the program contents. The nature of the other two hours is more practical and students are invited to apply their knowledge to the scoring, analysis and interpretation of different assessment techniques.

### **EVALUATION**

Final written test (60%) comprising a theoretical paper and a practical paper. In the latter students are allowed to consult test manuals and other relevant information.

Individual essay (30%). Participation in class (10%)