

**Child and Adolescent Clinical Psychological
Assessment**

Code: 102540
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Other comments on languages

Readings and audiovisual materials may be either in Spanish or Catalan

Teachers

Noemí Guillamon Cano

Prerequisites

There are no prerequisites but it is highly recommended to have knowledge of psychological assessment and developmental psychopathology.

Objectives and Contextualisation

At the end of the semester the student is supposed to be able to do the following.

- Obtain and identify the main clinical information from the patient and family in order to plan the assessment process
- Know about the main assessment instruments: application and interpretation

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse and interpret the results of the evaluation.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the content of clinical interviews related case studies in the area of clinical child and adolescent psychology.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Assess how stereotypes and gender roles impact professional practice.
4. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Compare the results with the diagnostic hypotheses.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Develop a diagnosis and intervention process.
9. Develop diagnostic hypotheses.
10. Evaluate the results obtained through different instruments applied to practical cases.
11. Explain the explicit or implicit deontological code in your area of knowledge.
12. Indicate the objectives of the intervention.
13. Organize information based on the variables involved.

Content

1. Specific characteristics of clinical assessment of children and adolescents.
2. Clinical assesment of development
3. Clinical assesment of learning disorders
4. Clinical assesment of ADHD
5. Clinical assesment of ASD
6. Clinical assesment of conduct problems
7. Clinical assesment of depression
8. Clinical assesment of anxiety problems
9. Clinical assesment of eating disorders

Methodology

Lectures with multimedia support. Group's size: 1/1.

Practical sessions: application and correction of psychometric tests. Case formulation and resolution. Group's size: seminar in small groups.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	24	0.96	1, 6, 8, 9, 12, 13, 10
Practice	12	0.48	
Type: Supervised			
Workshop and practic cases	36	1.44	1, 6, 8, 9, 13, 10
Type: Autonomous			

Assessment

Students should do the following.

- EV1: A multiple choice test (35% of the final grade) during the first assessment period.
 - EV2: A written report (3 or 4 students) on the cases presented at the practical sessions. This report will also be orally defended by one of the members of the group, who will be designated by the lecturer. The written report will be delivered during the 17th week. (25% of the final grade). This activity is mandatory: students who do not deliver the report will be given a grade of "Fail".
 - EV3: A written final exam (40% of the final grade) during the second assessment period.
1. A student who has done activities with a weight equal to or above 40% of the final grade will be considered "evaluable".
 2. A minimum of 4 points in EV3 are required to calculate the final weighted grade.
 3. At least one of EV1 or EV3 is required to calculate the final grade together with Ev2.
 4. In the event of not meeting these requirements, the maximum grade to be recorded in the academic record will be 4.5 points.
 5. A resit examination can be taken when the final weighted grade is between 3.5 and 4.9. This examination will include multiple-choice and/or open-ended questions. The examination result will be between 0 and 2 points which will be added to the previous final weighted grade. (A minimum of 1 point is required to add the result.

No unique final synthesis test for students who enrol for the second time or more is anticipated. A minimum of 5 points are required to pass the subject.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Test (first assessment period)	35%	2	0.08	1
Ev2 Written report (week 17)	25%	0	0	7, 1, 2, 5, 6, 8, 9, 11, 12, 13, 3, 10, 4
Ev3 Final written exam (second assessment period)	40%	2	0.08	1, 6, 8, 9, 12, 13, 10

Bibliography

Bibliografia

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Carrasco, Miguel Angel., Ramírez, Isabel. y del Barrio, Victoria. (2013). *Evaluación Clínica: Diagnóstico, Formulación y Contrastación de los Trastornos Psicológicos*

Costas, Carme. (2004). *Avaluació psicològica del desenvolupament infantil. Des del naixement fins als sis anys (1ª reimpressió corregida)*. Bellaterra: Universitat Autònoma de Barcelona. Servei de Publicacions.

Ezpeleta, Lourdes. (2012). *La evaluación de los trastornos infantiles*. En Comeche, M.I. y Vallejo, M.A. Manual de Terapia de Conducta en la infancia pp. 85-114 Madrid: Dykinson

Ezpeleta, Lourdes. (2009). *La entrevista diagnóstica con niños y adolescentes*. Madrid: Síntesis.

de la Osa, Nuria. y Lacalle, Montserrat. (2011). *Evaluación en la infancia y la adolescencia*. En R. Fernández-Ballesteros (Ed.) Evaluación Psicológica: Conceptos, métodos y estudio de casos, pp. 339-356. Madrid: Pirámide.

Youngstrom, E.A. Prinstein, M.J., Mash, E.J. & Barkley, R.A. (2020). *Assessment of disorders in Childhood and Adolescence* (5th Ed.). Guilford Press

Software

No specific