

Degree programme	Type	Course
Psychology	OP	4

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

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

Objectives

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

Learning outcomes

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

Contents

2. Especific characteristics of clinical assessment of children and adolescents.
4. Clinical assesment of development
6. Clinical assesment of learning disorders
8. Clinical assesment of ADHD
10. Clinical assesment of conduct problems
12. Clinical assesment of ASD
14. Clinical assesment of emooctional problems
16. Clinical assesment of eating disorders
18. Personality assessment

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Master class	24	0.96	
Workshop and practic cases	36	1.44	
Paper reading and study	74	2.96	
Practice	12	0.48	

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.

Assessment

Continuous assessment activities

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

The student will have to carry out

- EV1: A multiple-choice exam with a value of 35% of the final grade in the first evaluation period. 1 hour. A minimum of 4 is needed in Ev1 in order to include it in the calculation of the final grade.
- EV2: This evidence has a value of 25% of the final grade: It is necessary to present a group report (3 or 4 students) of the cases presented and worked on in the practices. This memory has a value of 15% of the EV2. On the last day of the internship, students will answer oral questions about the activities developed in the internship. This activity will have a value of 10% of the EV2. This evidence is essential to pass the subject, so students who do not deliver or participate in the preparation of the report will be considered failed in the subject. A grade of 4 or more is needed in order to pass the Ev2
- EV3: A final exam with open questions that represents 40% of the final grade of the subject in the second evaluation period. 2 hours
- A student who has submitted evidence of learning with a weight equal to or greater than 40% of the subject will be recorded as "assessed".
- A minimum score of 4 points must be obtained in the EV3 evidence to calculate the final weighted grade.
- It is necessary to have passed (5 or more) at least one of the EV1 or EV3 evidences in order to be able to carry out the weighting with the Ev2.
- A recovery test may be performed. In order to take the retake test, it is necessary that the calculation of the final weighted grade is at least 3.5 points and a maximum of 4.9 points. This test will include open questions and/or multiple-choice questions. It is also necessary that during the continuous assessment students have submitted evidence with a minimum weight of 2/3 (both exams).
- If the retake is carried out, the grade obtained will be added to the weighted grade. The test will be scored between 0 and 2 points. It is necessary to pass this exam (obtain at least 1 point) so that its value is added to the final weighted grade previously obtained in the subject.
- To pass the subject, a minimum score of 5 must be obtained in the final weighted grade.

It is not expected that students in the 2nd year or later enrolment will be assessed by means of a single non-recoverable synthesis test.

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

- THE DELIVERY OF THE TRANSLATION OF THE PRESENTIAL EVALUATION TESTS WILL BE CARRIED OUT IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET. It should be requires on-line (see the website of the Faculty d;for further information)

ASINGLE VALUATION

The condition of a single avaluation are the same as above for the regular assessment

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

THE UNIQUE ASSESSMENT IS REQUESTED TELEMATICS (E-FORM) IN THE SPECIFIC PERIOD (more information on the Faculty's website)

RETURN

Type of Return	EV & TYPE	WEEK
Written		
Digital tool	Ev3 - Address Book	Ev2 - Rubric of the report 20 20
In the classroom	Ev1 - Multiple-choice exam commentary	EV2 - Last day of practice 10 14 and 15
Tutorial		

Restricted use: "For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information search, text correction or translations. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. Failure to be transparent about the use of AI in this assessable activity will be considered a lack of academic honesty and may result in a partial or total penalty in the grade of the activity, or greater penalties in cases of seriousness."

Bibliography

Bibliografia

Artigas-Pallarés, J. y Narbona, Juan. (2011) *Trastornos del neurodesarrollo*. Barcelona: Viguera editores.

Carrasco, A. (2014). *La entrevista con niños y adolescentes*. En Perpiñá, Conxa. Manual de entrevista psicológica pp. 201-239. Madrid: Pirámide

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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	morning-mixed
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed

