

General Information			
Course name	Psychodiagnostics of Children and Young Adults	ECTS Credits	6
		Semester	summer
Aims			
<p>The aim of the course is the introduction of principles and approaches to psychological assessment of children and adolescents. The focus is on the process of administration and evaluation in diagnostic situation. The aim of the course is to acquaint students with the basic methods used in the psychodiagnostics of children and youth with emphasis on the training of abilities and skills needed in the psychological evaluation of children and youth. The graduate of the course has mastered the theoretical and practical principles of diagnostics and evaluation in basic specializations (clinical psychology, educational psychology, school psychology, counseling psychology) with a focus on the child client.</p>			
Contents			
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. General issues of psychological assessment of children and youth (theoretical models). Situation of psychological assessment and its specifics in childhood. Qualitative and quantitative analysis of psychodiagnostic findings, idiographic and nomothetic approach. 2. Diagnosis, systems of diagnostic classification (problem formulation, assessment questions, diagnostic hypothesis, method choice, diagnosis construction, differential diagnosis, developmental diagnosis, characteristics of children assessment, sources of diagnosis, DSM V, ICD 10. 3. Normal development and influences on problem development (biological predisposing factors, Personal maintaining factors, Contextual pre-disposing factors, Contextual maintaining factors) 4. Assessment methods of early development - neonatal and developmental scales (NBAS, NAPI, Gesell developmental scales, Beyeley developmental scales) 5. Assessment of early and preschool development. Evaluation of intellectual abilities Evaluation of speech and language. Autism and pervasive developmental disorders (WISC III, IV, S-B 4,5, WJ IE, Kaufman ABC, SON-R, CARS) 6. Assessment of school achievement. School maturity vs. school readiness. Partial learning disabilities. Tests of special abilities and individual mental functions. (Reading and spelling, Mathematics, Visual, visuospatial and visuoconstructive skills, Motor skills, Memory functions). Paintings - a developmental approach. Draw-a-Person test (DAP) - analysis of samples. 7. Problems of middle childhood - Assessment of external and internal troubles (ADHD/ADD, behaviour disorders, emocional troubles, neurotic problems) 8. Evaluation of personality, interpersonal relationships - the questionnaire techniques, projective techniques. Drawing tests - evaluation of drawing expressions of the child. 			
Evaluation			

Students are evaluated based on class participation, class presentation (the topic of presentation should relate to the field of psychological assessment of children), writing report and final exam.

psychological report.

Activities during semester are evaluated max 40 p.

Final exam max. 60 p. (written form with open-end questions)

Final evaluation (sum of all points):

For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less

Bibliography

Saklofske, Donald H. (EDT)/ Reynolds, Cecil R. (EDT)/ Schwean, Vicki L. (EDT),
The Oxford Handbook of Child Psychological Assessment, Published by Oxford
Univ Pr, 2013, ISBN 10: 0199796300 / ISBN 13: 9780199796304

Chethik, M (1989). The process of assessment and its role in the treatment process.
From Chethik, M. Techniques of Child Therapy. Guilford Press.

Sattler, J. M. & Dumont, R. (2004). Assessment of children : WISC-IV and WPPSI-
III Supplement. San Diego: Jerome M. Sattler, Publisher, Incorporated

Decker, S. L. Allen, R. & Choca, J. P. (2006). Construct validity of the Bender-
Gestalt II: Comparison with Wechsler Intelligence Scale for Children-III. Perceptual
and Motor Skills, 102, 133-141.

Koppitz, E. M. (1975). The Bender Gestalt Test for young children. Vol 2: Research
and applications, 1963-1973. New York: Grune & Stratton.

