## Title of the course: Child Psychodiagnostics

## Course code: PSYM21-DC-105

## Head of the course: Miklósi Mónika

## Academic degree: PhD

## Position: Senior lecturer

## MAB Status: A (T)

**Az oktatás célja angolul**

Aim of the course:

The course provides an introduction to the theory and practice of child psycho-diagnostics. Objectives of the course are the following:

* To focus on measures specifically designed to assess the emotional, behavioral, and social functioning of children and adolescents;
* To provide current research findings to encourage evidence-based practice;
* To provide clear guidelines for using various assessment methods;
* To emphasize clinical diagnostic skills, e.g. rapport building, interviewing, integration and interpretation of data, report writing and giving feedback.

## Learning outcome, competences

knowledge:

* Basics of theory and practice of child assessment and psycho-diagnostics
* Moderators of the evaluation and their mechanisms
* Ethics of assessment and evaluation
* [Clinical interviewing and hypothesis building](https://books.google.hu/books?id=0Jg3MJ37QbcC&amp;pg=PA14&amp;source=gbs_toc_r&amp;cad=4)
* The role of behavioral observation in child psycho-diagnostics. Behavioral observation systems.
* Using rating scales in child psychodiagnostics
* Projective techniques in child psycho-diagnostics
* Integrating and interpreting results
* Report writing
* Providing feedback

attitude:

* Viewing childhood mental disorders in a complex biopsychosocial model
* Using current findings of evidence-based research and scientific standards in evaluating childhood mental disorders
* Considering ethical standards of clinical evaluation

skills:

* Recognizing symptoms of childhood mental disorders,
* Formulation of diagnostic hypotheses
* Planning an evaluation
* Rapport building
* Using multiple methods for testing
* Integration and interpretation of findings and report writing.

autonomy/ responsibility:

Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

**Az oktatás tartalma angolul**

* Classification and developmental psychopathology. Standards and fairness of child psycho- diagnostics
* Planning the evaluation process and rapport building
* History taking. Assessing the family context
* Structured and semi-structured diagnostic interviews
  + - The Mini-International Neuropsychiatric Interview (M.I.N.I.)
* Behavioral observations
* Rating scales, questionnaires and inventories in child psychodiagnostics
  + - Child Behavior Checklist (CBCL)
    - Strength and Difficulties Questionnaire (SDQ)
    - Yale-Brown Obsessive Compulsive Scale (Y-BOCS)
    - Beck Depression Inventory (BDI)
    - Child Depression Inventory (CDI)
    - State-Trait Anxiety Inventory (STAI)
    - Depression Anxiety Stress Scale (DASS)
    - Eating Disorder Inventory (EDI)
* Projective techniques
  + - Drawing tests (including House-Tree-Person test, family drawings, tree tests)
    - Children's Apperception Test (CAT)
    - Picture Frustration Test (PFT)
    - World Game Test
* Tests of cognitive ability and neuropsychological functioning
  + - Bayley
    - WISC
    - WPPSI
    - WAIS
    - Raven
    - N-back tasks
    - Digit span tests
    - Corsi test
    - Go/no-go tests
    - Flanker test
    - Simon says
    - Hearts and Flowers
    - Bender A, B
    - Rey Complex
    - Rey Auditive Verbal Learning Task (RAVLT)
    - Stroop-task
    - Wisconsin Card Sorting Task (WCST)
    - Iowa Gambling Task
    - Tower tests
    - Delis-Kaplan Executive Functions System
* Integrating and interpreting assessment information
* Report writing
* Providing feedback

## Learning activities, learning methods

* lectures

**A számonkérés és értékelés rendszere angolul**

**Learning requirements, mode of evaluation, criteria of evaluation:**

* Written exam (test)

Mode of evaluation: practice mark, exam (5-point grading scale)

Criteria of evaluation:

* Detailed knowledge of assessment methods in children and adolescent mental disorders

**Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:**

## Reading list Compulsory textbook

* Frick, P.J. et al (2010): *Clinical Assessment of Child and Adolescent Personality and Behavior*. Springer Science and Business Media, LLC.

## Recommended reading list

* McLeod, B. D., Jensen-Doss, A., & Ollendick, T. H. (Eds.). (2013*).Diagnostic and behavioral assessment in children and adolescents: A clinical guide*. Guilford Press.
* Manassis, K. (2014). *Case formulation with children and adolescents*. Guilford Publications.
* Saklofske, D. H., Schwean, V. L., & Reynolds, C. R. (Eds.). (2013). *The Oxford handbook of child psychological assessment*. Oxford University Press.
* Wright, A. J. (2010). *Conducting psychological assessment: A guide for practitioners*. John Wiley & Sons.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |