

## Assessment of Developmental Psychopathological Processes (H002095)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0**

**Study time 120 h**

### Course offerings and teaching methods in academic year 2024-2025

A (semester 1)

Dutch

Gent

lecture

seminar

### Lecturers in academic year 2024-2025

Verbeken, Sandra

PP07

lecturer-in-charge

De Clercq, Barbara

PP07

co-lecturer

Wante, Laura

PP07

co-lecturer

### Offered in the following programmes in 2024-2025

[Master of Science in Psychology\(main subject Clinical Psychology\)](#)

**crdts**

4

**offering**

A

### Teaching languages

Dutch

### Keywords

assessment; developmental psychopathological approach; multi-method; multi-informant; action-oriented; children; adolescents.

### Position of the course

This course can be situated within the block of Diagnostics and assessment (Block 3) and focuses more specifically on the assessment of developmental psychopathological processes. This course follows the course of Models in developmental psychopathology (Block 2), and prepares for the courses Integration Diagnostics and Assessment (Block 3), Developmental Psychotherapy and Cases in developmental psychotherapy (Block 4).

### Contents

This course covers the following topics:

#### Lectures:

- Situation of the assessment of developmental psychopathological (DP) processes within the action-oriented view and the empirical cycle; specific focus on formation of hypotheses from DP-models (link with BLOCK 2) with attention for this child in this context
- Overview of youth mental health care and situation of the psychologist when working in a multidisciplinary team: assessment via several disciplines and integration of this information
- Points that require attention in intake (o.a. motivation, deontology, solution-focused approach and conversation techniques)
- Case conceptualization from a DP-view: using cases as example to build an integrative scheme
- Point that require attention when testing hypotheses (importance of multi-method and multi-informant approach)
- Relevance of information on personality within the assessment of developmental psychopathological processes: (1) understanding of DP from underlying stable dispositions: differentiation between state versus trait pathology (2) assessment of resilience factors at young ages: taking into account their compensating function in relation to existing vulnerabilities (3) decision making based on underlying competences of children: perspective taking regarding what may be expected from this child in terms of variability and changeability: guest college by Barbara De Clercq
- Assessment of environmental factors and their interaction with child factors, attention for intercultural aspects and diversity

- Points of attention for writing a psychodiagnostic report

#### **Practica:**

- Practical courses on the DP approach of assessment and conceptualization of a clinical case. In these courses, the content of what has been discussed during the colleges will be further practiced in smaller groups:
- Points of attention in intake, conversation techniques, classification of clinical problems/disorder (descriptive, dimensional versus categorical), defining and outlining of a clinical case, preparation of home visit: selection and training in the assessment of developmentally appropriate instruments (self/parent report, clinical interview, observation).
- Exercises in scoring and interpretation of multi-method and multi-informant gathered data and reporting the results.
- Learning how to compose an integrative scheme, learning how to write a psychodiagnostic report with integrated conclusion

#### **Initial competences**

This course unit builds on certain course competencies of Models in developmental psychopathology and Introduction Clinical Psychological Assessment.

#### **Final competences**

- 1 To formulate a diagnosis as a working hypothesis based on presenting conditions.
- 2 To design and to develop methods for diagnosis and intervention.
- 3 To analyze and interpret results and link them with the presenting research question.
- 4 To select, discuss and integrate recent literature in the psychodiagnostic process.
- 5 To write a qualitative psychodiagnostic report.
- 6 To professionally communicate psychology related knowledge and insights
- 7 To respect the clients' singularity and particularities
- 8 To promote active participation of the client during assessment.
- 9 To argument decision-making in an ethical way.
- 10 To reflect on the interaction between psychology and the social debate.

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Seminar, Lecture

#### **Extra information on the teaching methods**

Lectures: Colleges are supported by powerpoint presentations and illustrated with video-demonstrations. Also, actual dilemma's are used to promote active learning and gaining insights on the topic, and to stimulate critical thinking.

Work colleges: In these courses, the content of what has been discussed during the colleges will be further practiced in small groups. Skills regarding the assessment of DP-processes will be trained and students will be actively involved in ongoing DP-research.

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

#### **Study material**

Type: Handbook

Name: Diagnostics in children, adolescents and families, Part 4, specific complaints

Indicative price: € 48

Optional: no

Author : Bosmans, G., Bijttebier, P., Noens, I, & Claes, L

ISBN : 978-9-46344-151-3

Number of Pages : 360

Oldest Usable Edition : 2017

Type: Handbook

Name: Needs-based assessment in child care

Indicative price: € 39

Optional: no

Language : Dutch

Author : Pameijer, N.K. & Draaisma, N.

ISBN : 978-9-03348-571-8

Number of Pages : 256  
Oldest Usable Edition : 2011  
Available through Student Association : Yes

Type: Slides

Name: Assessment of Developmental Psychopathological Processes  
Indicative price: Free or paid by faculty  
Optional: no  
Available on Ufora : Yes

## References

Prins, P., & Braet, C. (2014). *Klinische Ontwikkelingspsychologie* (Herdruk). Houten: Bohn Stafleu Van Loghum  
Lewis, M., & Rudolph, K. (2014). *Handbook of Developmental Psychopathology*. New York: Springer.  
Sameroff, A., Lewis, M., & Miller, S. (Eds.) (2000). *Handbook of Developmental Psychopathology* (2nd ed.). New York: Plenum Publishers

## Course content-related study coaching

Support via Ufora, via e-mail or via an appointment.

## Assessment moments

end-of-term and continuous assessment

## Examination methods in case of periodic assessment during the first examination period

Written assessment with open-ended questions

## Examination methods in case of periodic assessment during the second examination period

Written assessment with open-ended questions

## Examination methods in case of permanent assessment

Participation, Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

Details for periodic evaluation (PE)1 and 2 (15 points): written exam with open ended questions

Details for non-periodic evaluation (NPE) (5 points):

- Form: paper where the student demonstrates his/her capability to score and interpret multi-method and multi-informant collected assessment data and to integrate this within a psychodiagnostic report
- Presence and active participation in all practical sessions is conditional for passing this course. In case of legal absence, an alternative task is provided. In case of legal absence for the majority of the practical sessions, in case of illegal absence and/or failure of active participation, does the docent maintain the final responsibility to take this into account into the permanent evaluation.
- Possibility to make adaptations on the paper based on feedback received after non passing in first semester
- Who passes the written exam, but fails for the paper in the first exam period, has to revise the paper for the second exam period
- Who fails both for the written exam and the paper in the first exam period, has to participate to the written exam in the second exam period and revise the paper as well
- Who fails the written exam in the first exam period and passes for the paper, has to participate to the written exam in the second exam period

## Calculation of the examination mark

A combination of end-of-term assessment (75 %) and continuous assessment (25 %).

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year.

Partial results will never be rounded.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.

When students obtain less than 10/20 for at least one of the components, the following rules

apply:

- 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).
- less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20)