

Study Programme: Psychology
Course Unit Title: Psychological Assessment in Developmental Psychopathology
Course Unit Code: 21PS071
Name of Lecturer(s): Jovana Trbojević Jocić, PhD, Assistant Professor
Type and Level of Studies: BA
Course Status (compulsory/elective): Elective
Semester (winter/summer): Summer
Language of instruction: Serbian and English
Mode of course unit delivery (face-to-face/distance learning): Face to face and distance learning
Number of ECTS Allocated: 3
Prerequisites: None
Course Aims: The course aims to equip students with the knowledge and skills necessary to conduct integrated psychological assessment in childhood and adolescence using a multimethod approach. Students will develop competencies in collecting, analyzing, and integrating information obtained through clinical interviews, psychometric instruments, rating scales, and behavioral observation, as well as in preparing developmentally informed psychological reports consistent with contemporary diagnostic frameworks.
Learning Outcomes: Upon successful completion of the course, students will be able to: – conduct structured and semi-structured interviews with children and their parents; – collect and interpret multi-informant data obtained from children, parents, and teachers; – administer standardized psychological instruments for assessing developmental functioning; – analyze the results of cognitive, emotional, and behavioral assessments; – integrate findings from multiple sources into a comprehensive psychological profile; – formulate developmentally informed case conceptualizations; – prepare psychological reports tailored to different professional settings; – distinguish diagnostic categorization from developmental psychological case formulation.
Syllabus: Theoretical Instruction Principles of clinical assessment in developmental periods and case formulation (multimethod and multi-informant approaches; developmental perspective versus diagnostic labeling); Structured and semi-structured clinical interviews (child, parent, family, school); Psychometric assessment in the developmental context (validity, reliability, and limitations in childhood); Cognitive assessment and intellectual functioning (interpretation of cognitive profiles); Assessment of adaptive and social functioning; Behavioral and emotional rating scales (contextual interpretation); Behavioral observation; Data integration and differential clinical assessment; Writing psychological reports (educational, clinical, social welfare, and interdisciplinary contexts); Prevention, early identification, and developmentally sensitive interventions (promotion of youth mental health); Ethical principles in the clinical assessment of children and adolescents and the preparation of psychological reports. Practical Instruction Administration of structured clinical interviews with parents and children; administration and interpretation of the ASEBA system (e.g., CBCL, TRF, YSR); administration of ADHD and externalizing behavior rating scales (e.g., Conners, SNAP, IVAJER); administration of cognitive assessment instruments (e.g., REVISK, WISC-V, or equivalent) and interpretation of cognitive profiles; administration of affective disorder measures (e.g., DERS, ERQ-CA, CERQ, CDI/CDI-2, IPUES, and other validated questionnaires adapted for children and adolescents); administration of autism assessment instruments (e.g., CARS-2, SRS-2); administration of projective techniques; assessment of adaptive functioning (e.g., Vineland, SOCIO-4, ADOLESCENT, or equivalent), as well as neuropsychological screening of developmental functions; simulation of clinical case assessments and preparation of integrated psychological reports based on case material.
Required Reading: Kamphaus, R. W. (2005). <i>Clinical Assessment of Child and Adolescent Intelligence</i>. Springer. (Selected chapters) Kamphaus, R. W., & Frick, P. J. (2005). <i>Clinical Assessment of Child and Adolescent Personality and Behavior</i>. Springer. (Selected chapters) Additional Reading:

ZERO TO THREE. (2005). *Diagnostic Classification of Mental and Developmental Disorders of Infancy and Early Childhood: Revised Edition (DC:0–3R)*. Washington, DC: ZERO TO THREE Press.

Carr, A. (2016). *The Handbook of Child and Adolescent Clinical Psychology* (3rd ed.). Routledge.

Achenbach, T. M. (2020). *DSM-Oriented Guide for the ASEBA System*. University of Vermont.

Conners, C. K. (2008/2014). *Conners Rating Scales Manual*. Multi-Health Systems.

Volkmar, F. R., & McPartland, J. C. (Eds.). (2018). *Handbook of Autism and Pervasive Developmental Disorders*. Wiley.

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.; DSM-5-TR).

World Health Organization. (2019–2022). *ICD-11 Clinical Descriptions and Diagnostic Guidelines*.

Weekly Contact Hours:

Lectures: 2

Practical work: 1

Teaching Methods:

Lectures with discussion, practical exercises, institutional visits, independent student work, and discussion of clinical case examples.

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	Final exam	points
Active class participation	5	written exam	50
Practical work	5	oral exam	10
Case study and psychological report	30		