

## COURSE OF STUDY: Master Degree in Psychology

**ACADEMIC YEAR: 2023-2024**

**ACADEMIC SUBJECT:** Assessment procedures for child development

Part of the modular exam: Assessment procedures for child development and interventions to support parenting

General information	
Year of the course	II
Academic calendar (starting and ending date)	1 <sup>st</sup> October 2023-30 <sup>th</sup> January 2024
Credits (CFU/ETCS):	6
SSD	Developmental and educational psychology, M-PSI/04
Language	Italian
Mode of attendance	Not mandatory

Professor/ Lecturer	
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Virtual room	Teams, virtual room: Ricevimento Coppola faqb4yr
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Monday h. 10-12

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
150	40	10	110
CFU/ETCS			
6	6	0	

Learning Objectives	<p>The course aims at promoting basic and applicative knowledge in the field of the main procedures and instruments to assess child's psychological functioning in the following domains: cognitive, neuro-psychological, communicative-linguistic, affective and socio-emotional. The following instruments/procedures will be analyzed during frontal lessons and practical experiences:</p> <ul style="list-style-type: none"> <li>-assessment procedures during the neonatal age and infancy (NBAS and Bayley Scales);</li> <li>-Intelligence scales (Wechsler Intelligence Scale for Children-IV);</li> <li>- the child's neuropsychological assessment;</li> <li>- the assessment of communicative and linguistic skills;</li> <li>- temperamental questionnaires;</li> <li>-the assessment of the quality of caregiver – child attachment</li> </ul>
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	<p>relationship with a specific focus on:</p> <ul style="list-style-type: none"> <li>- Strange Situation Procedure for infant's attachment</li> <li>- Attachment Q-sort for child's attachment security to the caregiver and professional caregiver</li> <li>- Emotional Availability Scales for the quality of caregiver – child interaction</li> <li>-The assessment of child's psychological wellbeing, emotional competence and functioning in the school context, with a specific focus on sociometric techniques for child's social status, the Child Behavior Checklist (CBCL) and Strengths and Difficulties Questionnaire (SDQ) for child's emotional and behavioral problems.</li> <li>- assessment of outcomes of traumatic development trajectories.</li> </ul>
<b>Course prerequisites</b>	Basic knowledge in the disciplines of Developmental and Educational Psychology (SSD M-PSI/04)

<b>Teaching strategies</b>	Frontal lessons, practical exercises in the classroom; coding and discussion of videos
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	Knowledge and understanding of the observational procedure of child development and of the main procedures and instruments to assess child's cognitive, neuropsychological, communicative-linguistic, social, emotional and affective development.
<b>Applying knowledge and understanding on:</b>	1. ability to read and interpret the protocols of the main instruments for the child's psychological assessment; 2. Ability to use during simulated experiences in the classroom, the main techniques for the child's psychological assessment.
<b>Soft skills</b>	<p><i>Making informed judgments and choices:</i> 1. capacity to observe and assess children's and caregivers' behaviours in daily contexts; 2. Capacity to project and implement an assessment protocol according to the needs.</p> <p><i>Communicating knowledge and understanding:</i> 1. Expertise in using the subject's specialized language.</p> <p><i>Capacities to continue learning:</i> 1. Ability to project, elaborate, conduct and communicate an assessment procedure of child's psychological functioning.</p>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p>The course will be devoted to the description of the basics of child observation methodologies and of the main procedures and instruments to assess child's psychological functioning in the following domains: cognitive, neuro-psychological, communicative-linguistic, affective and socio-emotional. The following instruments/procedures will be analyzed during frontal lessons and practical experiences:</p> <ul style="list-style-type: none"> <li>-assessment procedures during the neonatal age and infancy (NBAS and Bayley Scales);</li> <li>-Intelligence scales (Wechsler Intelligence Scale for Children-IV);</li> <li>- the child's neuropsychological assessment;</li> <li>- the assessment of communicative and linguistic skills;</li> <li>- temperamental questionnaires;</li> <li>-the assessment of the quality of caregiver – child attachment relationship with a specific focus on:</li> <li>- Strange Situation Procedure for infant's attachment</li> <li>- Attachment Q-sort for child's attachment security to the caregiver and professional caregiver</li> <li>- Adult Attachment Interview for the caregiver's attachment models</li> <li>- Emotional Availability Scales for the quality of caregiver – child interaction</li> <li>-The assessment of child's psychological wellbeing, emotional competence and</li> </ul>

	functioning in the school context, with a specific focus on sociometric techniques for child's social status, the Child Behavior Checklist (CBCL) and Strengths and Difficulties Questionnaire (SDQ) for child's emotional and behavioral problems. - assessment procedure in the presence of traumatic development trajectories.
<b>Texts and readings</b>	➤ Bonichini. S. (2017). La valutazione psicologica dello sviluppo. Metodi e strumenti. Roma: Carocci
<b>Notes, additional materials</b>	Additional materials, if necessary, can be retrieved through the teacher
<b>Repository</b>	

<b>Assessment</b>	
Assessment methods	Written exam with open questions.
Assessment criteria	<p><i>Knowledge and understanding:</i> the following knowledge will be assessed through practical exercises, open questions and cases: knowledge and understanding of the observational procedure of child development and of the main procedures and instruments to assess child's cognitive, neuropsychological, communicative-linguistic, social, emotional and affective development.</p> <p><i>Applying knowledge and understanding:</i> the following abilities will be assessed through practical exercises, open questions and cases: 1. ability to read and interpret the protocols of the main instruments for the child's psychological assessment; 2. Ability to use during simulated experiences in the classroom, the main techniques for the child's psychological assessment.</p> <p><i>Autonomy of judgment:</i> the following abilities will be assessed through practical exercises, open questions and cases: 1. capacity to observe and assess children's and caregivers' behaviours in daily contexts; 2. Capacity to project and implement an assessment protocol according to the needs</p> <p><i>Communicating knowledge and understanding:</i> the following abilities will be assessed through practical exercises, open questions and cases: 1. Expertise in using the subject's specialized language.</p> <p><i>Communication skills:</i> the following abilities will be assessed through practical exercises and cases: 1. Expertise in using the subject's specialized language.</p> <p>Capacities to continue learning: the following abilities will be assessed through practical exercises and cases: 1. ability to read and interpret the protocols of the main instruments for the child's psychological assessment; 2. Ability to use during simulated experiences in the classroom, the main techniques for the child's psychological assessment.</p>
Final exam and grading criteria	Based on the criteria described above, a score on a 30-point scale will be given. Each open question will be assessed on a 30-point scale. The final grade is the medium value of the scores obtained at each answer.
<b>Further information</b>	none