Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290202 **Name:** Assessment and Diagnosis I

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: PSYCHOLOGICAL EVALUATION

Subject Matter: EVALUATION AND DIAGNOSIS **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

PSYCHOLOGICAL EVALUATION

Subject Matter	ECTS	Subject	ECTS	Year/semester
EVALUATION AND DIAGNOSIS	12,00	Assessment and Diagnosis I	6,00	2/1
		Assessment and Diagnosis II	6,00	3/1

Recommended knowledge

Are not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Knowing different methods and models of psychological evaluation and diagnosis (medical, psychodynamic, humanistic, cognitive-behavioral) following deontological obligations.

R2   Being able to plan and perform a psychological evaluation process using the necessary instruments correctly: observation, interview, test.

R3   Being able to measure variables of personality, intelligence, aptitudes, attitudes, cognitive, emotional, psychobiological and behavioral processes both at individual and group levels.

R4   Knowing how to analyze and interpret the results of an evaluation and creating oral or written reports following deontological obligations.

R5   Being able to work in a team and considering the interdisciplinary approach in the psychological evaluation processes.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE3	Planning and carrying out interviews.				x
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .			x	
CE5	Identifying differences, problems and needs.			x	
CE6	Diagnosing following professional principles.				x
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.			x	
CE8	Identifying group and inter-group problems and needs.			x	
CE9	Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.			x	
CE10	Identifying organizational and inter-organizational problems and needs.		x		
CE24	Analyzing and interpreting assessment results.				x
CE26	Writing oral and written reports.				x
CE27	Knowing and adapting to the psychology code of ethics.				x
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology .				x

TRANSVERSAL		Weighting			
		1	2	3	4

CT1	Capacity to analyze and synthesize.			x
CT2	Capacity to organize and plan.			x
CT7	Problem solving.			x
CT8	Decision making.			x
CT9	Capacity to work in team.	x		
CT10	Capacity to work in interdisciplinary teams.		x	
CT25	Self-criticism ability: being able to critically assess one's performance.		x	
CT36	Being able to collect information using different kinds of sources.			x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5	35,00%	Presentation of practical activities.
R1, R2, R3, R4, R5	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

CONTINUOUS EVALUATION

It is the usual form of evaluation, to pass the course the student must pass separately the different evaluation systems (attendance and active participation, exam and practices).

It is considered that in order to acquire the competences of the subject and to be entitled to a continuous evaluation, the student must have more than 40% of attendance.

The written test will be a multiple choice exam.

SINGLE EVALUATION

The single evaluation is an exceptional option for those students who, for accredited and justified reasons, cannot meet the minimum attendance requirement. In this case, the student must request it in writing to the professor of the subject and wait for a response to his request.

The evaluation system will be as follows:

-Multiple choice written test. 50%

-Submission of practical work. 35%

-Oral presentation/resolution of a psychological evaluation, as specified by the professor.15% -Oral presentation/resolution of a psychological evaluation, as specified by the professor.15%.

CITATION AND ATTRIBUTION CRITERIA

Any use of AI tools must be explicitly stated in the submitted paper (e.g., in a footnote or attachment). To be indicated:

·The name of the tool

·The purpose of use (e.g. grammar check, organization of ideas, writing example)

·The specific parts where it has been used

Responsible use of AI will be evaluated as part of the originality and academic honesty criteria .

CRITERIA FOR THE AWARDING OF HONORS

Evidence of excellence in all competencies and learning outcomes, with a grade higher than 9.5.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4, R5	20,00%	Attendance and participation in synchronic communication activities.

Observations

In order to pass the course the student must pass the different evaluation systems separately .
The written test will be a multiple choice exam.

CITATION AND ATTRIBUTION CRITERIA

Any use of AI tools must be explicitly stated in the submitted document (e.g. in a footnote or annex). To be indicated:

·The name of the tool
·The purpose of use (e.g. grammar check, organization of ideas, writing example)
·The specific parts where it has been used

Responsible use of AI will be assessed as part of the criteria for originality and academic honesty .

CRITERIA FOR THE AWARDING OF HONORS

Evidence of excellence in all competencies and learning outcomes, with a grade higher than 9.5.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M5   Activities developed in spaces with specialized equipment.

M6   Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9   Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11   Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4, R5	25,00	1,00
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3, R4, R5	12,50	0,50
SEMINAR Supervised monographic sessions with shared participation. M3	R2, R4, R5	6,25	0,25
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4	R1, R2, R3, R4, R5	6,25	0,25
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5	7,50	0,30
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5	2,50	0,10
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2, R3, R4, R5	40,00	1,60
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4	50,00	2,00
TOTAL		**90,00**	**3,60**

Course guide

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5	25,00	1,00
Virtual practical session (distance learning) M12	R2, R3, R4, R5	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R2, R4, R5	6,25	0,25
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5	7,50	0,30
Discussion forums (distance learning) M18	R2, R3, R4, R5	2,50	0,10
Continuous assessment activities (distance learning) M15	R1, R2, R3, R4, R5	3,75	0,15
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	50,00	2,00
Teamwork (distance learning) M12	R2, R3, R4, R5	40,00	1,60
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: Concept and models of psychological evaluation	Main concepts related to psychological evaluation, and different evaluation models
DIDACTIC UNIT II: The psychological evaluation process	The psychological evaluation process as a scientific procedure, its variants and different stages.
DIDACTIC UNIT III: Psychological evaluation techniques	The observation The interview. Self-reports Subjective techniques Projective techniques Objective techniques Neuropsychological techniques
DIDACTIC UNIT IV: Communication of the results of the psychological evaluation: the psychological report	Characteristics of the psychological report. Report types. Report content. Guidelines for the psychological assessment process (GAP)
DIDACTIC UNIT V: Guarantees and legal and ethical limits of psychological evaluation	Scientific guarantee criteria (reliability and validity). Ethical guarantees (Code of ethics of the psychologist, Code of ethics of the APA, Law of the patient)

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: Concept and models of psychological evaluation	3,00	6,00
DIDACTIC UNIT II: The psychological evaluation process	6,00	12,00
DIDACTIC UNIT III: Psychological evaluation techniques	5,00	10,00
DIDACTIC UNIT IV: Communication of the results of the psychological evaluation: the psychological report	14,00	28,00
DIDACTIC UNIT V: Guarantees and legal and ethical limits of psychological evaluation	2,00	4,00

References

Bibliografía básica:
Fernández Ballesteros, R. (2013). Evaluación psicológica. Concepto, método y estudio de casos Madrid. Pirámide
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Asociación Americana de Psiquiatría, D.S.M–5 (2013). Manual Diagnóstico y estadístico de los Trastornos Mentales, Madrid, Médica Panamericana
Buela-Casal, y Sierra, J.C. (1997). Evaluación psicológica. Fundamentos, técnicas y aplicaciones. Madrid. Siglo XXI.
Moreno C. (ed). (2003). Evaluación psicológica. Concepto, proceso y aplicación en las áreas del desarrollo y de la inteligencia. Madrid.
Sanz y Torres. Moreno C. (ed). (2003). Ejercicios prácticos de evaluación psicológica. Madrid. Sanz y Torres.