



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290302 **Name:** Assessment and Diagnosis II

Credits: 6,00 **ECTS Year:** 3 **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

There are no prerequisites. However, it is recommended to have previously studied the module Evaluation and Diagnosis I.

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 how to analyze and interpret the results of an evaluation and creating oral or written reports following deontological obligations.
- R2 Being able to work in a team and considering the interdisciplinary approach in the psychological evaluation processes.
- R3 Knowing the different instruments of psychological evaluation applied to areas of clinical, personality psychology, school psychology, human resources psychology and neuropsychology.
- R4 Being able to select and use the adequate instruments for the psychological evaluation in different areas (personality psychology, clinical and health psychology, and neuropsychology).



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		
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
CT10	Capacity to work in interdisciplinary teams.	X			
CT25	Self-criticism ability: being able to critically assess one's performance.				X
CT26	Assessing our behavior and knowing our competences and limits.				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	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4	35,00%	Presentation of practical activities.
R1, R2, R3, R4	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

There are two types of assessment: regular (40% minimum attendance) and single assessment (alternative). The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement. This option must be requested by the student to the subject instructor in writing and will receive a response to their request in the same way.

REGULAR ASSESSMENT Attendance monitoring records by the instructor: the student must attend 40% of the sessions to be assessed in the subject. Assignments will not be submitted after the established deadline and through the means indicated by the instructor (platform, printed by hand). Failure to submit the assignment within the established deadline and format (e.g., via the platform on a specific date) will result in the assignment being graded as not submitted. Assignments sent via email will not be accepted. Some assignments may only be submitted if the student attended a class on the dates on which the assignment was completed in class. A role-playing assignment will be required to pass the course. A role-playing assignment will be completed throughout the course. Students may submit missed or failed assignments in the next session (February). Continuous assessment will be carried out by submitting one assignment per subject and a final theoretical-practical exam on the official date.

To pass the course, students must separately complete the different assessment systems (attendance and active participation, practical exams, and exam). The final grade (once a pass has been obtained in each section) will be obtained by adding all the scores. If a pass is not obtained in all the assessed sections, the grade shown in the transcript will be a weighted grade lower than five.

SINGLE ASSESSMENT Submission of the practical assignment for the subject (30%) Theoretical exam (40%) and practical exam (30%): all sections of the subject must be passed to obtain the average grade and pass the course.

The criteria for awarding Honor Rolls is "Demonstrate levels of excellence in all competencies and



learning outcomes" and achieve a grade higher than 9.5.

Regarding Artificial Intelligence:

"Citation and attribution criteria: - All use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix). - The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work in which it was used must be indicated. - Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty."

Online teaching

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

Observations

There are two types of assessment: regular (40% minimum attendance) and single assessment (alternative). The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement. This option must be requested by the student to the subject instructor in writing and will receive a response to their request in the same way.

REGULAR ASSESSMENT Attendance monitoring records by the instructor: the student must attend 40% of the sessions to be assessed in the subject. Assignments will not be submitted after the established deadline and through the means indicated by the instructor (platform, printed by hand). Failure to submit the assignment within the established deadline and format (e.g., via the platform on a specific date) will result in the assignment being graded as not submitted. Assignments sent via email will not be accepted. Some assignments may only be submitted if the student attended a class on the dates on which the assignment was completed in class. A role-playing assignment will be required to pass the course. A role-playing assignment will be completed throughout the course. Students may submit missed or failed assignments in the next session (February). Continuous assessment will be carried out by submitting one assignment per subject and a final theoretical-practical exam on the official date.

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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	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	R1, R2, R4	20,00	0,80
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2, M5	R2, R3, R4	7,00	0,28
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	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	4,00	0,16
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	R1, R2, R3, R4	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



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M14	R1, R2, R3, R4	25,00	1,00
Virtual practical session (distance learning) M12, M14, M18	R1, R2, R3, R4	12,50	0,50
Seminar and virtual videoconference (distance learning) M18	R1, R2, R3, R4	6,25	0,25
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	7,50	0,30
Discussion forums (distance learning) M18	R1, R2, R3, R4	2,50	0,10
Continuous assessment activities (distance learning) M14	R1, R2, R3, R4	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) M17	R1, R2, R3, R4	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
Unit 1	Psychological evaluation process
Unit 2	Objective and subjective techniques
Unit 3	Functional analysis
Unit 4	Information return
Unit 5	Follow-up evaluation and results
Unit 6	Evaluation of affective disorders
Unit 7	Evaluation of anxiety disorders
Unit 8	Evaluation of the psychotic spectrum
Unit 9	Evaluation of personality
Unit 10	Evaluation in medical processes and/or physical conditions



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1	2,00	4,00
Unit 2	3,00	6,00
Unit 3	3,00	6,00
Unit 4	3,00	6,00
Unit 5	3,00	6,00
Unit 6	3,00	6,00
Unit 7	3,00	6,00
Unit 8	3,00	6,00
Unit 9	3,00	6,00
Unit 10	4,00	8,00



References

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