



## 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:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

1123P	<u>Teresa Mayordomo Rodríguez</u> (Responsible Lecturer)	teresa.mayordomo@ucv.es
293A	<u>Teresa Mayordomo Rodríguez</u> (Responsible Lecturer)	teresa.mayordomo@ucv.es
293B	<u>Teresa Mayordomo Rodríguez</u> (Responsible Lecturer)	teresa.mayordomo@ucv.es
293C	<u>Teresa Mayordomo Rodríguez</u> (Responsible Lecturer)	teresa.mayordomo@ucv.es



## 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

### 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



## 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
<b>ON-CAMPUS CLASS</b> 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
<b>PRACTICAL CLASSES</b> 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
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M5	R2, R3, R4	7,00	0,28
<b>OFFICE ASSISTANCE</b> 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
<b>ASSESSMENT</b> 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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
<b>INDEPENDENT WORK</b> 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## 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

### BASIC REFERENCES:

- Anthony, M. and Barlow, D. 2nd Edition. (2010). Handbook of Assessment and treatment planning for psychological disorders. The Guilford Press. NY-London.
- Buela-Casal y Sierra (1997). *Manual de Evaluación Psicológica*. Siglo XXI.
- Caballo, V. E. (2010). Manual para la evaluación clínica de los trastornos psicológicos. Trastornos de la edad adulta e informes psicológicos. Pirámide.
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- Groth-Marnat, G. (2003). *Handbook of Psychological Assessment. 4th edition*. John Wiley and Sons. USA.

### SUPPLEMENTARY REFERENCES:

- American Psychiatric Association (2013). Manual Diagnóstico y estadístico de los Trastornos Mentales, DSM-5. Barcelona, Masson.
- American Psychiatric Association (2004). Manual Diagnóstico y Estadístico de los Trastornos Mentales-Texto Revisado, DSM-IV-TR. Barcelona, Masson
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- Ben-Porath, Y.S. y Tellegen, A. (2015). MMPI-2-RF®. Inventario Multifásico de Personalidad de Minnesota-2 Reestructurado® (P. Santamaría, adaptador). Madrid: TEA Ediciones.
- Carretero-Dios, H. y Pérez, C. (2007). Normas para el desarrollo y revisión de estudios instrumentales: consideraciones sobre la selección de tests en la investigación psicológica.
- De Mulder et al. (1990). Las competencias: clave para una gestión integrada de los recursos humanos. Ed. Deusto.
- Gambara, H., y Vargas-Trujillo, E. (2007). Evaluación de programas de intervención psicosocial. En: Manual de Intervención Psicosocial (Blanco, E., y Rodríguez-Marín, J.). Pearson Prentice Hall
- García Riaño (1999). *Evaluación Psicológica*. Promolibro.
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- Millon, Th., Millon, C., Davis, R., Grossman, C. (2009). MCMI-III. Inventario Clínico Multiaxial de Millon-III [adaptación y baremación españolas, Cardenal, V. y Sánchez, MP].Manual. Madrid: Pearson Clinical.
- Millon, Th., Grossman, C. y Millon, C. (2018). MCMI-IV. Inventario Clínico Multiaxial de Millon-IV [adaptación y baremación españolas, Cardenal, V. y Sánchez, MP].Manual. Madrid: Pearson Clinical.
- Moreno, C. (2003). Evaluación psicológica. Concepto, proceso y aplicación en las áreas del desarrollo y de la inteligencia. Madrid. Sanz y Torres.
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- Muñiz, J., Hernández, A., y Fernández-Hermida, J. R. (2020). Utilización de los tests en España: el punto de vista de los psicólogos. Papeles del psicólogo, 41(1) 1-15.



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## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: