



Course Guide Educational Diagnosis

PI-02-F-16 ED. 00

COURSE GUIDE

Universidad Católica de Valencia

EDUCATIONAL DIAGNOSIS

Year 2023-24

**COURSE GUIDE TO EDUCATIONAL DIAGNOSIS**

		ECTS
MODULE: Educational guidance		32
FIELD: Educational Diagnosis		6
Subject: Educational Diagnosis		6
Type of learning: obligatory	YEAR:	
	Semester:	
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SUBJECT ORGANIZATION

Specific Module				32 ECTS:
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
Complements for the formation discipline	18	Educational intervention in problems of learning and conviviality	6	
		Diagnosis in Education	6	
		Personal, academic and profesional guidance	6	
Learning and Education of the Corresponding Matters	8	School plans and projects	8	
Educational Innovation and Initiation to Educational Research	6	Research and innovation of educational research processes	6	
COURSE GUIDE TO THE SUBJECT:				
Educational diagnosis				
Prerequisites:				



GENERAL GOALS				
<p>a. To know and to be able to use tests and tools for the analysis and the diagnosis of the educational situations.</p> <p>b. To acquire criteria that allow a rigorous took of decisions for the psychoeducational intervention or the derivation to other competent professionals.</p> <p>c. To be able to evaluate processes of educational intervention in different contexts.</p> <p>d. To elaborate rigorous diagnostic reports in agreement to the legal regulation.</p> <p>e. To respect the activity developed by the group to develop the processes of interaction and communication in the classroom.</p>				
CROSS-SECTIONAL COMPETENCES			Competence measuring scale	
G2. To be able of integrating knowledge and to face the complexity of formulating judgments from an information that, being incomplete or limited, includes reflections on the social responsibilities and ethics linked to the application of his knowledge and judgments				X
G3. To be able to communicate his conclusions (and the knowledge and last reasons that sustain them) to specialized and not specialized public in a clear way and without ambiguities.				X
G4. To possess the skills of learning that allow them to continue studying of a way that will will to be to a great extent self-guided or autonomous.			X	
SPECIFIC COMPETENCES				
II. To understand the development of the personality of these students and the possible dysfunctions that concern the learning.				X
IV. To identify and to plan the resolution of educational situations that affect students with different capacities and different paces of learning.				X
VIII. To take part in the definition of the educational project and in the general activities of the center attending to criteria of improvement of the quality, attention to the diversity, prevention of problems of learning and conviviality.			X	
9. To know strategies and technologies of evaluation and to understand the assessment as an instrument of regulation and stimulus to the effort.				X
12. To identify the problems relative to the education and learning of the matters of the specialization and to raise alternatives and solutions.			X	



LEARNING OUTCOMES	COMPETENCES
L O-1 The student applies instruments of evaluation and diagnosis and extracts conclusions from the results.	G2, 9, 12, IV
L O-2 The student writes psychoeducational reports in agreement to legal regulation.	G2, G3, IV
L O-3 The student reports to the families on the results of the diagnostic process across interviews.	G3
L O-4 The student knows the developmental and learning characteristics of most usual behavior and learning disorders.	II, IV, 12
L O-5 The student values the importance of constructing a minimal psychoeducational base that allows to adapt the development of his future educational performance.	G4
L O-6 The student is able to produce judgments and personal valuations about the information proportionate in the area of the diversity: the pupils with educational specific needs, his integration and his specific treatment.	G2, II, IV, VIII, 9, 12,



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	LO 1, 2, 4, 5, 6	1
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.	LO1, 2, 3, 6	0.5
SEMINAR	Supervised monographic sessions with shared participation	LO 4	0.2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	LO 1, 2, 3, 6	0.1
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, readings, papers, etc.	LO 2, 4, 5, 6	0.4
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	LO 1, 2, 3, 4, 5, 6	0.2
Total			2.4



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	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 (www.plataforma.ucv.es)	LO 1, 2, 6	1,1
INDEPENDENT WORK	Student study: Group 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 (www.plataforma.ucv.es)	LO 1, 2, 3, 6	2,5
Total			3.6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Continuous assessment tasks	LO 1, 2, 3, 4, 5, 6	85%
Attendance and class participation	LO 4, 5, 6	15%



Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Reading and writing learning. Phonological route and lexical route. Phonological dyslexia and visual dyslexia. Learning Disabilities (LD) in reading comprehension. Dysgraphia. LD in writing texts.	II, IV, 9, 12
DIDACTIC UNIT II: Assessment tests of Reading and writing. Purpose of the evaluation of the Reading and writing.	II, IV, 9, 12
DIDACTIC UNIT II: Tests of evaluation of mathematics. Purpose of the evaluation of the mathematics.	II, IV, 9, 12
DIDACTIC UNIT IV: ADHD assessment. Questionnaires for parents and teachers. Neuropsychological assessment.	II, IV, 9, 12
DIDACTIC UNIT V: Autism Spectrum Disorders assessment. Diagnostic criteria. Parents and teachers tests.	II, IV, 9, 12
DIDACTIC UNIT VI: Risk indicators during adolescence: perfectionism, emotional intelligence and social skills.	II, IV, 9, 12
DIDACTIC UNIT VII: Other instruments of evaluation in education. Curricular assessment. Observation records. Sociograms. Interviews.	II, IV, 9, 12
DIDACTIC UNIT VIII: Draft of diagnostic reports. Educational reports. Practical cases.	G2, G3, IV, VIII, 9, 12



DIDACTIC UNIT IX: Identification in educational contexts of rare diseases symptoms.

G2, I

REFERENCES

Basic references:

APA (2013). *Guía de consulta de los criterios diagnósticos del DSM-5*. Arlington: APA Publishing.
Alcantud, F. (2013). *Trastornos del Espectro Autista*. Madrid: Pirámide.
Casado, A. (2010). *Casos prácticos de diagnóstico pedagógico*. Toledo: UCLM.
Jiménez, J.E. (2012). *Dislexia en español: prevalencia e indicadores cognitivos, culturales, familiares y biológicos*. Madrid: Pirámide.
Miranda, A. (2011). *Manual práctico de TDAH*. Madrid: Síntesis.

Complementary references:

Cuetos, F., Rodríguez, B., y Ruano, E. (2007). *PROLEC-R. Batería de evaluación de los procesos lectores revisada*. Madrid: TEA.
Cuetos, F., Ramos, J.L., y Ruano, E. (2002). *PROESC. Evaluación de los procesos de escritura*. Madrid: TEA Ediciones.
León, J.A., Escudero, I., Olmos, R. (2012). *ECOMPLEC. Evaluación de la Comprensión Lectora*. Madrid: TEA.
Lord, C. (2007). *ADOS: Escala de observación para el diagnóstico del autismo*. Madrid: TEA Ediciones.
Saborit, C., Julián, J.P. (2002). *Adaptación Curricular. Adaptación Informática NAC-ACS*. Castellón: UJI.
Van Nieuwenhoven, C., Grégoire, J., Noël, M. P., Tempo-Test-Rekenen, D., de Vos, T., investigués Automatisation, D. (2005). *Tedi-Math. Manual de aplicación e interpretación*. Madrid: Tea Ediciones.

Scientific journals:

Infancia y Aprendizaje.
Journal of Learning Disabilities.



TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Reading and writing learning. Phonological route and lexical route. Phonological dyslexia and visual dyslexia. Learning Disabilities (LD) in reading comprehension. Dysgraphia. LD in writing texts.	2
2	Assessment tests of reading and writing. Purpose of the evaluation of the Reading and writing.	2
3	Tests of evaluation of mathematics. Purpose of the evaluation of the mathematics.	1
4	ADHD assessment. Questionnaires for parents and teachers. Neuropsychological assessment.	1
5	ASD assessment. Diagnostic criteria. Parents and teachers tests.	1
6	Risk indicators during adolescence: perfectionism, emotional intelligence and social skills.	1
7	Other instruments of evaluation in education. Curricular assessment. Observation records. Sociograms. Interviews.	1
8	Draft of diagnostic reports. Educational reports. Practical cases.	2
9	Computer tools for the diagnosis in education.	1