



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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



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

To pass the subject, the student must separately pass the different evaluation systems. The written test will consist of a multiple choice exam and two development questions.

CRITERIA FOR THE GRANT OF HONOR REGISTRATION

Demonstrate levels of excellence in all skills and learning outcomes

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

To pass the subject, the student must separately pass the different evaluation systems. The written test will consist of a multiple choice exam and two development questions.

CRITERIA FOR THE GRANT OF HONOR REGISTRATION

Demonstrate levels of excellence in all skills and learning outcomes



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
<p>ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1</p>	R1, R2, R3, R4, R5	25,00	1,00
<p>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</p>	R2, R3, R4, R5	12,50	0,50
<p>SEMINAR Supervised monographic sessions with shared participation. M3</p>	R2, R4, R5	6,25	0,25
<p>GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4</p>	R1, R2, R3, R4, R5	6,25	0,25
<p>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</p>	R1, R2, R3, R4, R5	7,50	0,30
<p>ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7</p>	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



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

Fernández Ballesteros, R. (2004). Introducción a la evaluación psicológica I y II. Madrid. Pirámide.

Bibliografía complementaria:

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.



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:

Given the exceptional situation caused by the health crisis situation caused by COVID-19 and taking into account the current security measures related to the development of educational activity in the university teaching environment, the appropriate modifications are presented in the teaching guide to ensure that students achieve the learning outcomes of the subject.

Situation 1: Teaching without capacity limitation (when the number of students enrolled is less than the allowed capacity of the classroom, according to the established security measures).



In this case, no change is established in the teaching guide.

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

In this case, the following modifications are established:

1. TRAINING ACTIVITIES OF PRESENTIAL WORK:

All the activities planned to be carried out in a classroom in this section of the teaching guide will be carried out through the simultaneity of face-to-face teaching in the classroom and synchronous virtual teaching. Students will be able to attend classes in person or through the telematic tools provided by the university (videoconference). In any case, the students who receive the teaching in person and those who receive it by videoconference must rotate periodically.

In the specific case of this subject, these videoconferences will be held through:

Microsoft Teams

Kaltura

Situation 3: Confinement by a new state of alarm.

In this case, the following modifications are established:

1. TRAINING ACTIVITIES OF PRESENTIAL WORK:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as the personalized and group tutorials, will be carried out through the telematic tools provided by the university (videoconference). In the specific case of this subject, through:



Microsoft Teams

Kaltura





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:



2. SYSTEM OF ASSESSMENT OF THE ACQUISITION OF SKILLS AND GRADING SYSTEM

FACE-TO-FACE MODALITY

Regarding the evaluation instruments:

No modifications will be made to the evaluation instruments. In the case of not being able to take the assessment tests in person, they will be done electronically through the UCVnet campus.

The following modifications will be made to adapt the assessment of the subject to non-face-to-face teaching

Send Send

According to the teaching guide



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:

No modifications will be made to the evaluation instruments. In the case of not being able to take the assessment tests in person, they will be done electronically through the UCVnet campus.