

**COURSE DATA****Data Subject**

Code	33305
Name	Psychological evaluation
Cycle	Grade
ECTS Credits	9.0
Academic year	2018 - 2019

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	2	Annual

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	7 - Psychological evaluation	Obligatory

Coordination

Name	Department
FUENTES DURA, INMACULADA	295 - Personality, Evaluation and Psychological Treatment
PONS CAÑAVERAS, DIANA	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

The subject *psychological assessment* is a compulsory subject taught in the second year of the degree in Psychology. Its 9 credits spread over 6 theoretical and practical credits in the first semester and 3 theoretical and practical credits in the second semester.

The psychological assessment is considered a process with the same phases of the scientific method. This process aims to solve personal, institutional and environmental problems. For this reason it is considered essentially an applied discipline which involves value judgments at different phases (pre-treatment, treatment and post-treatment); and therefore involves ethical issues that require ethical consideration. Throughout this process, different methods, techniques and tools are used in the collection and comparison of information.



Since the eminently applied discipline, it requires knowledge of other subjects of the degree (e.g., statistics, psychometrics, physiological psychology) and other disciplines such as personality, individual differences, psychopathology, psychological treatments. On the other hand, psychological assessment provides fundamental knowledge for other subjects the students will enroll later, such as interview techniques and clinical psychology.

Taken into account the Psychology professional point of view, we can say that psychological assessment usually responds to many demands: diagnosing, counseling, recruitment and treatment. Thus, psychological assessment knowledge is essential for any field of the psychology.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

It is recommended that students have acquired the skills and basic knowledge of the subjects in the first year of the Degree in Psychology, and those to be implemented in the second year, so they know the basic psychological processes that will be part of the contents evaluated in this subject. Also, methodological aspects are important, such as statistics and psychometrics, which are essential parts for understanding the psychometric aspects of the validation of psychometric instruments.

OUTCOMES

1319 - Degree in Psychology

- Know how to analyse the patient's needs and demands in different contexts.
- Be able to set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.
- Be able to plan and conduct an interview.
- Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- Be able to identify differences, problems and needs.
- Be able to make a diagnosis according to professional criteria
- Know how to describe and measure interaction processes, group dynamics and group and intergroup structures.
- Be able to identify group and intergroup problems and needs.
- Know how to select and manage tools, products and services, and identify stakeholders.



- Be able to plan the assessment of programmes and interventions.
- Be able to measure and obtain relevant data for the assessment of interventions.
- Know how to analyse and interpret the results of assessment.
- Know how to provide appropriate feedback to patients.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.

LEARNING OUTCOMES

The students have to be able to:

To define the concept of psychological assessment.

To identify the different models of psychological assessment.

To use the instruments and tools required in psychological assessment.

To communicate the results of the psychological assessment while safe guarding the scientific and ethical issues in the Psychology profession

To develop an interview.

To conduct a behavioral assessment by observations systematically

To master the use of self-reports.

To master subjective, objective and projective techniques necessary for psychological assessment.

To assess intelligence using different techniques and interpret data from this assessment.

To assess personality using different techniques and interpret data from this assessment.

To assess neuropsychological and cognitive processing.

To apply psychological assessment to different fields.

DESCRIPTION OF CONTENTS

1. 1. BASICS OF PSYCHOLOGICAL ASSESSMENT

Unit 1. History of Psychological Assessment:

Introduction. Antecedents. Constitution. Development.

Unit 2. Concept and Methods in Psychological Assessment:

Introduction. Concept. Related terms. Models.

Unit 3. Psychological Assessment as a Process:

Introduction. The process according to their purposes. Considerations relating to the assessment process



Unit 4. The communication of results:

Introduction. Report features. Report structure. Report Types.

Unit 5. Scientific and ethical guarantees

Introduction. Scores types. Quality criteria in Psychological Assessment Ethical guarantees.

In this thematic unit, ISRA instrument is administered, corrected and understood.

The audio visual material in the practical part is produced by the UNED: The process of psychological Assessment.

2.

Unit 6. Interview:

Introduction. Concept. Aims. Structure. Interviewer's skills. Quality of information.

Unit 7. Observation:

Introduction. Units of observation and techniques for collecting information. Sampling. Quality of observation

Unit 8. Self-reports:

Introduction. Variables. Conditions. Types. Quality of self-reports

Unit 9. Subjective techniques:

Introduction. The Semantic Differential Test. The Personal Constructs Test

Unit 10. Projective Techniques:

Introduction. Features and types

Unit 11. Objective Techniques:

Introduction. Features and types. Introduction of psychophysiological assessment

Audiovisual material: The Guillem Feixas Grid Technique

3.

Unit 12. Assessment of Personality

Introduction. The assessment of personality characteristics. The assessment of psychopathological characteristics. The assessment of motivation

Unit 13. Assessment of Intelligence

Introduction. Binet. Terman. Wechsler Approach. Factorial approaches. Other approaches

Unit 14. Neuropsychological assessment

Introduction. Indicators of brain damage using general techniques of psychological assessment.

Assessment scales of specific Neurologic Functions. Neuropsychological Battery Test

Unit 15. Areas of application of psychological assessment:

Introduction. Clinical and health psychology. Organizational psychology. Social services. Other areas.

In this thematic unit, WAISIV, Raven's Progressive Matrices (general level), MMPI-2-RF/MCMI-III, 16 PF-5, BDI II will be administered, corrected and interpreted.

The audio visual material used is produced for practical psychological assessment by the UNED: Wechsler Intelligence Scale for Children (WISC-R), McCarthy Scales (MSCA), Bayley Scales of Infant

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	50,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	20,00	0
TOTAL	225,00	

TEACHING METHODOLOGY

It will include active and participative methodology, integrating different instructional methodologies to enhance the significant learning of knowledge and competences of the subject.

The basic instructional techniques include (1) Presentations of the subject contents, (2) Performance of practical activities (case studies, discussion and analysis of texts), (3) Administration, correction, interpretation and elaboration of reports using different assessment techniques, (4) role-playing, group tutorials scheduled (6) Preparation of independent work, processing and reporting of the practices in the classroom (individual and group), (7) formative and summative evaluation.

EVALUATION

Active participation in class activities and motivation for the quality of learning outcomes (15% of final grade, not recoverable).

They are activities that will be carried out in the sessions to put into practice the theoretical knowledge and check the learning outcomes (conduct an interview, carry out an observation, administer, correct and write reports of different instruments, follow the phases of the assessment process in a proposed case, among others). The tasks will be reviewed and scored at the classroom in various ways: self-assessment, peer-assessment, correction-discussion within the group and evaluation by lecturers.



Oral and written presentation of group work will be performed on topics linked with the subject syllabus (15% of the final grade, not recoverable).

Groups of 3 to 4 students should present a group work during class schedule where questions and discussion should arise. The topic of the work will be decided between students and the lecturers teaching the subject and its contents should be linked to the subject syllabus, such as clinical cases, problem solving, and diagnostic test management. This group presentation will also be given in writing to the lecturers including the audiovisual support used in the presentation.

The evaluation will be based in the next aspects: Content quality, effort, consistency, structure, originality, relationship with practice, clarity of the presentation, bibliographic adequacy, knowledge of the topic presented and the quality of answers and audiovisual media.

Assessment of theoretical and practical content by written exams (70% of the final score, recoverable).

On the date indicated by the faculty there will be a 1st term eliminatory examination that may consist of both multi-choice and short open questions.

On the official examinations dates, those students who have passed the 1st term exam will have to take second term content only in the exams, contributing the remaining 50% of the final grade.

The final grade in this section will be the average of the marks of both first and second term content exams (provided that the student has obtained a grade equal to or higher than 3.5 on a scale of 0-7 in both exams).

Those students who fail the first term exam will have to take the complete content of the subject in the final exam in the two official exam dates that may consist of both multichoice and short open questions.

MINIMUM REQUIREMENTS:

To pass the subject, students have to get a mark of 3.5 (range 0 to 7) in the theoretical and practical contents evaluated by the written exams.

Regarding the possibility that the student requests an advance of the exam date, as established by current legislation, the subject's evaluation will consist of an exam (which accounts for 85% of the final grade) and a final report and, if applicable, a presentation that will deal with the specific content of the subject as determined by the professor.

The cheating or manifest plagiarism in any task included in subject evaluation will suppose the impossibility to pass the subject, being next submitted to the opportune disciplinary procedures.

Keep in mind that, according to article 13. d) of the Student Statute University (RD 1791/2010, of December 30), it is the duty of a student to abstain in the use or cooperation in fraudulent procedures in the subject evaluation tasks, in the works or presentations carried out or in official documents of the university.

In tutorial hours, the lecturers teaching the subject may require individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task developed. Not accepting such verification will mean not to pass the task or activity in question.



GRADING SYSTEM

The qualification of the subject will abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). [Http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

According to this, it is specified on a numerical scale from 0 to 10, with the expression of a decimal, to which is added a qualitative rating as indicated below:

- $0 \leq \text{FAIL} < 5$
- $5 \leq \text{PASS (C)} < 7$
- $7 \leq \text{REMARKABLE (B)} < 9$
- $9 \leq \text{EXCELLENT (A)} \leq 10$

The different sections considered in the evaluation will only be added up if the minimum requirements established for each one (if they have indeed been established) are exceeded.

The grade obtained in the first call will be incorporated in the proceedings of the course, according to the following rules:

FAIL:

- If, having covered the assessment sections, recoverable and not, the total does not reach 5.0
- If the established minimum score for a required section has not been reached, the numerical score achieved (out of 10 points) and the grade FAIL will be recorded.

NOT PRESENTED:

- If there are no scores for any evaluation section.
- If there is no qualification in one or more of the recoverable sections and the rest has been completed.

In the second call, the following rules will be followed:

NOT PRESENTED:

- If there are no grades for any evaluation section.

FAIL:

- Possibility 1 (Minimum requirements have not been set in any section). When the sum of the different weighted sections does not reach a minimum of 5.0, the reached score will be recorded.
- Possibility 2 (There are minimums fixed in some or all of the sections). When the minimum to pass has not been achieved for any one of the sections that had been set as an essential requirement to pass the subject, the numerical score (out of 10 points) of the failed section will be recorded. If there is more than one, the higher one will be recorded.



In order to challenge the allotted qualification the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). [Http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf) will rule.

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