

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

<b>Code</b>	33305
<b>Name</b>	Psychological evaluation
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	7 - Psychological evaluation	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CASTRO CALVO, JESUS	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 assessment and 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. 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 interpreted.

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

## **2. COLLECTING INFORMATION PROCEDURES**

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. PSYCHOLOGICAL ASSESSMENT FIELDS**

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 Development and Neuropsychological Diagnostics Luria-Christensen

**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
<b>TOTAL</b>	<b>225,00</b>	

**TEACHING METHODOLOGY**

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

The basic instructional techniques include (1) Presentations of the subject's contents, (2) Performance of practical activities (case studies, discussion, analysis of texts, videos and problem solving), (3) Administration, correction, interpretation and elaboration of reports using different assessment techniques, (4) role-playing, group tutorials scheduled, (5) Scheduled individual and group tutorials, (6) Preparation of independent work, processing and reporting of the practices in the classroom (individual and group), (7) formative and summative evaluation.

**EVALUATION****1. Minimum requirements for passing the subject:**

To pass the subject, it will be necessary to achieve a minimum mastery of 50% in the assessment exam of theoretical and practical content through a written test (that is, a mark equal to or greater than 3.5 out of 7). For the rest of the evaluation evidence, there is no minimum requirement for passing the subject as long as the sum of the evidences allows to surpass 5 out of 10 in the whole of the subject.

**2. Evidence for the evaluation of the subject:**





*2.1 Assessment of theoretical and practical content through a written test (70% of the final grade, recoverable).*

On the date indicated by the faculty, a partial eliminatory exam will be carried out, which may consist of objective questions of alternatives and short questions.

On the date of the official announcements, those students who have passed the first part will be presented only for the content of the second part (which will contribute 50% of the final grade). The final mark in this section will be the average of the marks of both partials, as long as in both partials a mark equal to or greater than 3.5 has been obtained on a scale of 0-7 (see description of minimum requirements).

Those students who fail the first part will have to take a final exam in both calls that may consist of multiple-choice objective questions and short questions, and that will cover the entire content of the subject.

*2.2 Oral and written presentation of a group work on a topic related to the content of the subject (15% of the final grade, not recoverable)*

There will be a group work of between 3 and 4 people, which will be presented during class hours and on which they will ask questions. The subject of the work is decided together with the professor and its content will be linked to the course program. The work may consist, for example, in the analysis of clinical cases, problem solving or handling of diagnostic tests. The material will also be delivered in writing, as well as the audiovisual support used in the exhibition. The quality of the content, effort, coherence, structure, originality, relationship with practice, clarity of the exposition, bibliographic adequacy, quality of the answers and knowledge shown, and the quality of the audiovisual support will be assessed.

*2.3 Management of evaluation techniques and case resolution (15% of the final grade, not recoverable)*

Activities that will be carried out in the sessions to put into practice the theoretical knowledge and check the approach to the learning results (carry out an interview, carry out an observation, administer, correct and make reports of different instruments, follow the phases of the evaluation process in a proposed case, among others). Homework will be reviewed and scored in various ways: self-evaluation, evaluation through peers, correction-discussion within the group and evaluation by the teaching staff.

**3. Assessment of the subject on second call:**

The evaluation (weights of the different evidences or evaluation format) does not vary between the first and second call. Students who have not passed the subject on the first call, must take an exam (global or 2nd part) in the second call according to the criteria described above. The marks obtained in the first call for evidence 2.2 and 2.3 will be kept in the second call.



#### **4. Advance call:**

Regarding the possibility of the student requesting an advance of the call, as established in the current regulations, the evaluation will consist of the mandatory completion of a theoretical-practical knowledge exam (which will account for 85% of the final grade) and a final report (15% of the final grade). The report (which will include a written work and its oral presentation) will deal with the specific content of the subject determined by the teaching staff in question.

#### **5. Copy or plagiarism:**

The obvious copying or plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, then submitting to the appropriate disciplinary procedures. Please note that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the works that are carried out or in official documents of the university.

During tutoring hours, teachers may request individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task carried out. Not accepting said verification will mean not passing the task or activity in question.

#### **6. Rating system:**

The qualification of the subject will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia 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)

In accordance with these regulations, the rating will be specified on a numerical scale from 0 to 10, with an expression of one decimal place, to which a qualitative rating is added as indicated below:

- Between 0 and 4.9: Failure.
- Between 5 and 6.9: Approved.
- Between 7 and 8.9: Notable.



- Between 9 and 10: Outstanding or outstanding honors.

### **7. Obtaining the honors degree:**

As indicated in the rules for assigning honors, this will be done in strict order of grade. Thus, at first in stay, the final grade will be used to assign the available honors plates. In the event of a tie in the final grade, enrollment will be assigned to the student with the highest grade in 2.1 (exam). If there is still a tie, the rating in 2.3 (class activities) and finally 2.2 (group work) will be used. If all of them were equal, the teacher can give an additional test to the students involved.

### **8. Dump of the grades in the minutes of the course**

The grade obtained in accordance with the following rules (both in first and second call) will be included in the minutes of the course:

-Failure:

(1) If, having added all the sections of the evaluation, whether they are recoverable or not, the sum does not reach 5.

(2) If the minimum established in an evaluation section marked as a requirement to pass the subject is not reached (that is, 2.3), the numerical grade based on 10 of the qualification of said section will be recorded.

-Not presented:

(1) If the student does not appear for the written test (evidence 2.3), regardless of whether or not they have grades for the rest of the evaluation sections.

### **9. Challenge to the rating:**

The challenge of the qualification obtained will be subject to the provisions of the Regulation d'Avaluació i Qualificació of the University of Valencia 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)

## **REFERENCES**





### Basic

- Díaz, Amelia. (2016). Psychological Assessment. Valencia: Tirant Lo Blanch
- Fernández-Ballesteros, Rocio. (2011). Evaluación psicológica: concepto, métodos y estudio de casos. Madrid: Pirámide.
- Fuentes, Inmaculada, Pons, Diana, Montoya, Inmaculada, Díaz, Amelia y Atienza, Francisco Luis (Coord.) (2018). Cuaderno de actividades de evaluación psicológica (disponible en castellano, valenciano e inglés). Valencia: Tirant lo blanch.
- Moreno, Carmen y Ramirez, Isabel, M. (Eds.) (2019). Evaluación Psicológica. Proceso, Técnicas y aplicación en áreas y contextos. Madrid: Sanz y Torres.

### Additional

- Fernández-Ballesteros, Rocio. (1998). Introducción a la evaluación psicológica I y II. Madrid: Pirámide.
- Fernández-Ballesteros, Rocío, Márquez, María Oliva, Vizcarro, C. y Zamarrón, María Dolores (2010). Buenas prácticas y competencias en Evaluación Psicológica. Madrid: Pirámide.
- Groth-Marnat, Gary. (2009). Handbook of Psychological Assessment (5th Edition). New York: Wiley.
- Goldstein, Gerard y Hersen, Michael (2000). Handbook of Psychological Assessment. Oxford: Elsevier
- Muñoz-López, M, Ausín-Benito, B. y Panadero-Herrero, S. (2019) Manual práctico de Evaluación psicológica clínica (2ª edición). Madrid: Síntesis.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### 1. CONTENTS

The contents are included in the course guide.

### 2. WORKLOAD AND TEACHING PLANNING

The classes will be adapted to the hybrid or online will be extended for the time determined by the Academic Committee of the Degree, in accordance with the guidelines received from the Rectorate. The volume of work will be adapted to the model in force at any given moment.

The hybrid format consists in 25% of the theoretical-practical classes, which will be conducted in the classroom and 50% of classes, which will be conducted virtually, within alternating weeks planned by the center. While the remaining 25% will be supplied by study and self-monitoring.



### **3. TEACHING METHODOLOGY**

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

The basic instructional techniques include (1) Presentations of the subject's contents, face to face and online (Black Board Collaborate, Microsoft Teams), (2) Performance of practical activities (case studies, discussion, analysis of texts, videos and problem solving), (3) Administration, correction, interpretation and elaboration of reports using different assessment techniques, (4) role-playing (face to face), (5) Scheduled individual and group tutorials, (6) Preparation of independent work, processing and reporting of practices in the classroom (individual and group), (7) Depositing of material to the virtual platform for the follow-up of the theoretical-practical classes on-site and virtually and links to access specialized pages (universiTEA, SEAEP, Teaching Laboratories Unit) or other easily accessible resources, which would allow the activities proposed to be carried out.

### **4. EVALUATION**

Regarding the evaluation of teaching, the subject will be assessed based on the same indications described in the ordinary guide (that is, 15% participation in class activities, 15% group work and 70% final exam).

### **5. BIBLIOGRAPHY**

The bibliography initially included in the course guide remains unchanged. The materials necessary for completing the tasks and the proper development of learning will be incorporated, linked or indicated by the professors in the virtual platform.