



## COURSE DATA

### Data Subject

<b>Code</b>	44187
<b>Name</b>	Assessment and diagnosis in health psychology
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	12.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2244 - Master's Degree in General Psychology Health	Faculty of Psychology and Speech Therapy	1	First term
2255 - Master's Degree in General Psychology Health (Ontinyent)	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2244 - Master's Degree in General Psychology Health	2 - Assessment and diagnosis in health psychology	Obligatory
2255 - Master's Degree in General Psychology Health (Ontinyent)	2 - Assessment and diagnosis in health psychology	Obligatory

### Coordination

<b>Name</b>	<b>Department</b>
INFANZON CASES, MARIA EUGENIA	295 - Personality, Evaluation and Psychological Treatment
SCHOEPS ., KONSTANZE	295 - Personality, Evaluation and Psychological Treatment
SERRANO ROSA, MIGUEL ANGEL	268 - Psychobiology

## SUMMARY

This course aims to train students in all aspects that the process of psychological evaluation should know and use the General Health Psychologist. As are the different models of assessment and intervention in the field of Health General Psychology, as well as techniques and procedures that flow from them for addressing behavioral disorders, the psychological factors associated with health problems, in forensic and assessment of risk factors related to health and quality of life survey. All this both adults and



children. It also aims to train students in the different types of psychological assessment techniques, including neuropsychological and psychophysiological assessment. Special emphasis will be placed on the results of the process, ie in General Health Psychology reports. Another aspect that aims to cover this subject is the knowledge to plan, develop and evaluate plans and programs of psychological intervention.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No prerequisites

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2191 - Master's Degree in General Psychology Health

- Have a concern for achieving quality work.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Have a good command of effective oral communication skills in multiple formats (e.g., group discussion, debate, conference, etc.) and for multiple purposes (e.g., inform, defend, explain, persuade, argue, teach, etc.).
- Learn more about the different models of assessment and intervention in the field of general health psychology, as well as the techniques and procedures deriving from them for addressing behaviour disorders and the psychological factors associated with health problems.
- Plan, conduct and, where appropriate, monitor the process of psychological evaluation of human behaviour and the psychological factors associated with health problems.
- : Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.



- Formulate working hypotheses in research and collect and critically evaluate information to solve problems applying the scientific method.
- Use information and communication technology in professional practice.
- Write psychological reports that are adequate for their addressees.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- Use assessment procedures and appropriate diagnosis in health psychology.
- Communicate the results of the evaluation and diagnosis in health psychology with scientific and ethical guarantees of the profession.
- Know the cycle of psychosocial intervention, evaluation forms and derived value judgments.
- Design the program evaluation process based on the objectives of the evaluation.
- Understand the fundamentals and the process of assessment and diagnosis in Clinical and Health Psychology.
- Acquire the theoretical and methodological foundations of psychological assessment within the Spanish legal framework, the legal requirements of accountability, psychic causes that can modify the cognitive component and / or volitional, the causality assessment, psychopathology, dangerousness and recidivism malfeasance, and the consequences on victims.
- Perform a forensic psychological evaluation based on the evidence and the application of enforceable ethical and legal standards.
- Know how to assess psychosocial risk factors related to health and quality of life.
- Know the basic indicators in the generation of healthy models of mental representation.
- Know the procedures for assessing the socio-emotional psychological processes.
- Know the specific disorders and fundamental aspects of psychopathology, and evaluation in children and adolescents.
- Know the specific disorders and fundamental aspects of psychopathology, and evaluation in adults.
- Be able to conduct assessments of mental functions and emotions (complex psychological processes) through the use of neuropsychological test batteries and psychophysiological adapted to the needs of each person.

## **DESCRIPTION OF CONTENTS**

### **1. The process of psychological assessment in the field of General Psychology Health**

1. Analysis of demands, complaints and goals.
2. Testable hypothesis formulation: conversion of claims, complaints and evaluation goals formulations.
3. Information gathering: collecting relevant information. Relevant evidence in the assessment process, depending on individual cases.
4. Information processing: data relationship with the hypotheses.
5. Organization and information of the results: technical preparation of results and customer information or subject. Steps in developing a clinical report.
6. Skills therapist in the assessment process.



## **2. Results of the process: Reports in General Health Psychology**

1. Importance of the report of General Health Psychologist. Professional aspects.
2. Psychological Report and diversity: the importance of context. particular cases.
3. Clinical, forensic, and family reports, commonalities and differences.

## **3. Assessment and diagnosis of health-disease process in adults**

1. Assessment and diagnosis: patient history and the assessment and diagnostic interview
2. General psychopathology and mental disorders: the mental status examination as an assessment tool, and the diagnosis following DSM-5.
3. Analysis of clinical cases. Implementation of the knowledge acquired.

## **4. Assessment in Forensic Psychology**

1. General principles assessment in forensic psychology.
  - 1.1. The psychological evaluation of the credibility and simulation
  - 1.2. Assessment of accountability.
2. Methodology in the forensic field: main techniques for gathering information and preparing forensic reports.
  - 2.1. Overview
  - 2.2. Methodology for the preparation of forensic reports.
3. Contexts of action.
  - 3.1. Forensic reports on minor
  - 3.2. In violence: psychological forensic risk assessment  
Violence against Couple (VCP)

## **5. Assessment and diagnosis process health and disease in children and adolescents**

1. Child and Adolescent Psychopathology: description and evaluation.  
Characteristics of child and adolescent assessment  
The child process assessment  
anamnesis  
Interview with children, teens and parents  
Areas to evaluate the interview with parents  
Features interview with teachers  
developmental areas that affect the interview  
Structured and unstructured Interview  
Assessment tools in childhood and adolescence
2. Mental health disorders and childhood: description, evaluation and diagnosis.  
psychopathological disorders in childhood and evaluation  
Health Psychology in childhood and adolescence (case analysis)





evolutionary aspects to consider in diagnosis  
Disorders in children and adolescents according to DSM-5

## **6. Assessment of risk factors related to health and quality of life**

1. Risk factors and protective quality of life.
2. Conceptualization of psychological well-being and subjective well-being.
3. Description of research findings in areas related to the welfare and evaluation
4. Assessment of psychological well-being and subjective well-being.
5. Lifestyles related to health: Concept, variables and dimensions
6. Evaluation of lifestyle-related health
7. Conceptualization of quality of life related to health and contributions to the health sciences the concept of quality of life related to health.
8. Evaluation of quality of life related to health. Characteristics of the measures of quality of life related to health. Main types of assessment instruments. Criteria for the selection of instruments quality of life related to health. Relations between quality of life related to health and culture.

## **7. Neuropsychological and psychophysiological assessment**

1. Neuropsychological assessment and diagnostic tests. Definition of clinical neuropsychology. The relevance of neuropsychology in clinical practice in Psychology
2. Objectives, variables and neuropsychological evaluation stages. Evaluation principles. Goals. Patient variables to consider. Stages in the evaluation.
3. Neuropsychological report and intervention guidelines. assessment of the alert, motor functions and coordination, attention and concentration, memory and evaluation of executive functions, evaluation of language relevant to the preparation of the report and intervention trials.
4. Clinical Psychophysiology basic concepts. (Concept of psychophysiology; psychophysiological laboratory and ambulatory measures, parameters to take into account the psychophysiological assessment, application areas).
5. Psychophysiological evaluation in clinical practice (the polygraph: concept and uses; ambulatory psychophysiological assessment techniques; heart rate monitor, ECG and evaluation of physical activity)



## **8. Assessment of socio-emotional psychological processes**

### 1. Socio-emotional processes and healthy mental representation in the first year of life.

Experience is the architect of the brain  
Interactive experience and emotional development  
Self origin of social and psychological subject  
Intersubjectivity and emergence of mind  
Synchrony and maternal sensitivity  
social processes in the early interaction  
socio-affective mental representations "working models"  
Child attachment and attachment system functionality

### 2. Evaluation procedure.

The process of the 'Strange Situation' Mary Ainsworth  
System rating scales and evaluation of the quality of child attachment

### 3. Classification of attachment.

Attachment patterns reflect history of interaction  
The types and meta-analysis of prevalence in different populations  
Cognition and Emotion and emotional regulation in the different types of attachment

### 4. Clinging Disorganized characteristics and implications for psychological adjustment.

Disorganization and Disorientation rates  
D data type in different populations: child abuse, deprived contexts.  
Insecure attachment as a marker of socio-emotional problems later  
Conflicts over 'care' and 'be careful' and 'primary caregivers control  
Keys to help parents with difficulties in its infancy

### 5. Maternal mental health and child attachment.

Postpartum depression and other problems: effect on the relationship with the baby

### 6. The separation and reunion in cases of foster care in visits and practical implications

### 7. Infant Attachment and neurological problems

Distinguishing signs of neurological problems and addiction behavior index D  
Grieving father of children with neurological problems and impact on relationship and attachment

## **9. Planning and evaluation of programs in the field of General Psychology Health**

### 1. The overall intervention cycle.

What is an intervention?  
What is the overall intervention cycle?  
Phases of an intervention  
Intervention and evaluation of programs



2. Basic concepts in programming and program evaluation.

What is the assessment of programs?

Key features of the program evaluation

Why we evaluate a program

Is there a single type of program evaluation?

Who is affected by the evaluation?

3. Design and implementation of programs.

What it is made, and a program is implemented?

Needs / Objectives

"Pilot study" - more effective intervention

Design a program (constituent elements)

Starting the program

4. Evaluation of intervention programs.

Preliminary questions to design evaluation

What is to be observed, measured?

Evaluation design

Collection of information

Analysis of data

Preparation of the final report and oral presentation

5. Quality criteria in valuation.

¿Needs properly evaluated?

¿Objectives specified?

Is there information on their potential sufficiency or adequacy?

¿Detailed program?

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	120,00	100
Development of group work	20,00	0
Development of individual work	20,00	0
Study and independent work	40,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	20,00	0
Resolution of case studies	30,00	0
<b>TOTAL</b>	<b>300,00</b>	



## TEACHING METHODOLOGY

Group learning with the teacher. In class attendance lecture model will be used, since this model offers the ability to provide an overview of the topic and influence those key concepts for understanding. Also, students indicate those most suitable for further preparation of the subject in depth resources.

Also, teaching is complemented by the performance of work, individual and group, where self-employment is encouraged and group.

Ruled tutoring assistance. In the tutorials teachers guide students in building their knowledge; orient in the elaboration of the work, resolve doubts or difficulties related to the subject. They will be in groups to solve problems, to work, etc.

Virtual Classroom (<http://pizarra.uv.es>). In this virtual space, students can find documents relevant information or news subjects. Teachers deposited all the information they consider appropriate for the development of matter.

Most innovative as the case study teaching, solving exercises and problems, problem-based learning, project-oriented learning and cooperative learning using interdisciplinary groups in the practice sessions and in conducting group work

## EVALUATION

### EVALUATION SYSTEM

Assessment of theoretical and practical contents by written test of response alternatives.  
Attendance at seminars/conferences. Activities.

### WEIGHING

Assessment of theoretical and practical content through written test of response alternatives (50% of the final score, recoverable). Attendance at seminars/conferences (5% of the final score, not recoverable). Activities (45% of the final score). On second call, the activities that consist of tasks to be carried out outside the classroom will be recoverable. On second call, the activities that consist of tasks to be carried out in the classroom will be recoverable if their characteristics allow it.

### MINIMUM REQUIREMENTS

To pass the subject in 1st or 2nd call, it will be necessary to achieve a minimum mastery of 50% in the valuation of theoretical and practical contents by means of written test of response alternatives (50% of the final score, recoverable).

### RATING SYSTEM





The qualification of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for degrees and master degrees (ACGUV 108/2017). Only the different sections included in the evaluation will be added when the minimum requirements established.

The granting of an Honor Qualification will be based on the regulations regarding the University of Valencia, which takes into account the number of Honor Qualification per group. The evaluation of theoretical and practical contents by means of a written test of response alternatives will also include a development question that can be considered for the Honors Qualification (QH) award. In this regard, we will start with the number of MH that can be granted in each of the groups. Based on this, the possibility of granting the MH to the students will be assessed based on the total score obtained by the student on 10 points, and only in those cases in which the grade is 9 points or higher. In order to qualify for Honor Qualification, students must have completed the development question whose assessment will serve to determine the Honor Qualification assignment in those cases in which the students that can accede to it are superior to the ones of qualifications of honor that can be awarded and / or in case of a tie in the grade obtained by the student about 10 points.

The grade of the subject will incorporate the grade obtained in first call according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.

In the second call, proceed according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this meets the minimum requirements, the assessment for attendance at seminars/conferences and/or assessment of activities.

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Rules of Challenging Qualifications (ACGUV of april 29, 2008).

<http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>



## REFERENCES

### Basic

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- Referencia b2: Badía, X. & Alonso, J. (2007) La medida de la salud. Guía de escalas de medición en español. EDITTEC. Barcelona.
- Referencia b3: Beleña, A. y Báguena, M<sup>a</sup> J. (2014) Apuntes de Evaluación en Psicología forense, disponibles en la fotocopiadora de la Facultad de Psicología.
- Referencia b4: Belloch, A., Sandín, B. y Ramos F. (Eds.) (2020). Manual de Psicopatología (3<sup>a</sup> edición). Vol I y II. Madrid: McGraw Hill Interamericana.
- Referencia b5: Caballo, V.E. y Simón, M.A. (2004). Manual de Psicología Clínica Infantil y Adolescente: Trastornos específicos. Madrid: Pirámide.
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- Referencia b7: Caballo, V. E., Salazar, I.C., y Carroble, J.A. (2014). Manual de psicopatología y trastornos psicológicos (2<sup>o</sup> edición). Madrid: Pirámide.
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- Referencia b9: Fernández Ballesteros, Rocío. (1996). Evaluación de Programas. Madrid. Síntesis.
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- Referencia b11: González, R. (2005). Psicopatología del niño y del adolescente. Madrid. Pirámide.
- Referencia b12: Infocop Online. Consejo General de la psicología. <http://www.infocop.es>
- Referencia b13: Lafuente, J. (2010). Formación del primer apego y evolución del apego durante la infancia, en Lafuente, S (2010) Vinculaciones afectivas. Edt Pirámide (pp. 93-121)
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- Referencia b15: Pérez-Llantada, M.C. y López, A. (1999). Evaluación de Programas de Salud y Servicios Sociales. Madrid. Dykinson.
- Referencia b16: Ryan, R.M. y Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55 (1), 68-78.
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- Referencia b18: Vázquez, B (2005) Manual de psicología forense. Madrid: Síntesis

#### **Additional**

- Referencia c1: American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Washington, DC: American Psychiatric Association.
- Referencia c2: Ballart, C. (1992). Evaluación de programas de servicios públicos. Madrid. INAP.
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- Referencia c4: Jiménez Gómez, F. (Coord.)(2001). Evaluación Psicológica Forense. Tomos I, II, III y IV. Salamanca: Amarú Ediciones.
- Referencia c5: Pérez, M. (2012). La evaluación neuropsicológica (edición 16ª, enero-marzo 2012). Ed. FOCAD Formación continuada a distancia, Consejo General de Colegios Oficiales de Psicólogos.
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