

1. BASIC INFORMATION

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| Course | Psychodiagnosis |
| Degree program | Bachelor's Degree in Psychology |
| School | Faculty of Health Sciences |
| Year | 2 |
| ECTS | 6 |
| Credit type | Mandatory |
| Language(s) | Spanish / English |
| Delivery mode | Face-to-face/ Virtual |
| Semester | 4 |
| Academic year | 2025-2026 |
| Coordinating professor | Sergio Pérez Ruíz |

2. PRESENTATION

Psychodiagnosis is a compulsory subject taught in the second semester of the second year of the bachelor's degree in psychology. The subject contributes to the comprehensive training of the psychologist with scientific knowledge, theoretical bases, and specific techniques of psychological diagnosis so that the psychologist can understand, explain, and, ultimately, predict human behaviour.

A Psychodiagnosis is a psychological evaluation focused on the analysis of the health/illness dialectic and can occur in different professional fields of the psychologist, although it is fundamentally related to the clinical and health area. The fundamental method of the subject is developed in a working procedure that covers the different phases and procedures of the psychological assessment process, from the collection of information, its subsequent analysis and interpretation and the return of results, in a process of constant decision-making with a previously established aim and objectives.

If you want to learn this subject properly, basic psychological assessment and psychopathology knowledge are required.

3. LEARNING OUTCOMES

Knowledge

- KN01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
- KN002. Know the basic laws of the different psychological processes.
- KN007. Know different methods of psychological assessment, diagnosis and treatment.
- KN011. Be able to identify differences, problems and needs, as well as a professional approach to them.

Skills

SK02. Be able to make a diagnosis following the criteria of the profession.

SK11. Be able to prepare oral and written reports in the field of Psychology.

Competences

CP03. Be capable of describing and measuring variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC08. Show ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

LEARNING OUTCOMES

- Students will acquire the knowledge and basic competences to carry out psychological assessment in different work environments. They will be able to identify and analyse different problem areas with which psychologists may potentially be confronted. It is important that students learn about the psychological assessment process, the main psychological assessment techniques and the psychological assessment procedures of the different models of understanding human behaviour.

4. CONTENT

Psychodiagnostic model and process

- Concept of Psychodiagnosis
- Different models of psychological assessment
- The Psychodiagnostic process

Data collection techniques for psychological assessment

- The interview
- Observation
- Psychological tests
- Psychophysiological techniques o Psychological report

Assessment of intervention results

- Assessment of intervention results

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case method
- Student oral presentations.
- Problem-based learning.
- Masterclass.
- Simulation environments.
- Use of Software.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

| Learning activity | Number of hours |
|---|-----------------|
| Debates | 5 |
| Practical exercises | 22 |
| Formative evaluation (feedback from evaluation tests carried out) | 5 |
| Masterclass | 40 |
| Problem solving | 20 |
| Role-playing | 3 |
| Face-to-face tutoring | 5 |
| Autonomous work | 50 |
| TOTAL | 150 |

Virtual mode:

| Learning activity | Number of hours |
|--|-----------------|
| Webinar | 40 |
| Autonomous work | 50 |
| Formative assessment (feedback on assessment tests) via web conference | 5 |
| Problem solving | 15 |
| Virtual tutoring | 5 |
| Debates and discussions via virtual seminar | 10 |
| Online forums | 15 |

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|--|------------|
| Group participation activities (seminars, participation in online forums, etc.) via web conference | 10 |
| TOTAL | 150 |

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

| Assessment system | Weight |
|-----------------------------------|--------|
| Performance observation | 10% |
| Oral presentation | 10% |
| Case analysis and problem-solving | 10% |
| Reports and written | 10% |
| Face-to-face Knowledge test | 60% |

Note:

A non-assessable compulsory transdisciplinary activity is also included in the bachelor's degree in Dentistry and SDG 4 ("Quality education"). This goal consists of "ensuring healthy lives and promoting well-being for all ages," which is directly linked to the ability to manage emotions to promote improved mental health.

- **Non-assessable compulsory simulation activity**

Virtual mode:

| Assessment system | Weight |
|-------------------------------------|--------|
| Oral presentation via webconference | 10 % |
| Case analysis and problem solving | 10 % |
| Performance observation | 10 % |
| Reports and written | 10 % |
| Virtual Knowledge test | 60 % |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual mode:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the

student must be aware that in the Extraordinary call period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

| Assessable activities | Deadline |
|-----------------------------------|--|
| Performance observation | Week 4- 8 |
| Oral presentation | Week 12-14 |
| Case analysis and problem-solving | Week 12-14 |
| Reports and written | Week 14-16 |
| Face-to-face Knowledge test | Date set by the university based on the academic calendar. |

Virtual mode:

| Assessable activities | Deadline |
|-------------------------------------|----------|
| Oral presentation via webconference | Week 4 |
| Case analysis and problem solving | Week 8 |
| Performance observation | Week 10 |

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|------------------------|--|
| Reports and written | Week 12 |
| Virtual Knowledge test | Date set by the university based on the academic calendar. |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject are:

English:

- Segal, D. L., & Hersen, M. (2010). Diagnostic interviewing: Fourth edition. In Diagnostic Interviewing: Fourth Edition. <https://doi.org/10.1007/978-1-4419-1320-3>
- Sommers-Flanagan, J., Johnson, V. I., & Door, M. R. A. T. (2019). Clinical Interviewing. In The Cambridge Handbook of Clinical Assessment and Diagnosis. <https://doi.org/10.1017/9781108235433.010>

Spanish:

- Fernández-Ballesteros, R. (2016). *Evaluación psicológica. Conceptos, métodos y estudio de casos*. Ediciones Pirámide.
- Caballo, V.E. (2014). *Manual para la evaluación clínica de los trastornos Psicológicos. Trastornos de la edad adulta e informes psicológicos*. Ediciones Pirámide.
- Perpiñá, C., Montoya, I. y Valero, S. (2022). *Manual de la entrevista psicológica*. Ediciones Pirámide.

The recommended Bibliography is:

- Muñoz López, M., Ausín Benito, B. y Panadero Herrero, S. (2019). *Manual práctico de Evaluación psicológica clínica*. Editorial Síntesis.
- Marín, C. (2021). *Guía práctica de evaluación psicológica clínica*. Ediciones Pirámide.
- Caballo, V.E. (dir.) (2006). *Manual para la evaluación clínica de los trastornos psicológicos. Estrategias de evaluación, problemas infantiles y trastornos de ansiedad*. Madrid: Pirámide.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.