1. BASIC INFORMATION

Course	Psychological assessment
Degree program	Psychology
School	School of Biomedical and Health Sciences
Year	First
ECTS	6
Credit type	Basic
Language	English
Delivery mode	Campus- based
Semester	S2
Academic year	2025-2026
Coordinating professor	Belén Corral
Professor	Nerea Arranz, Allyah Hassell

2. PRESENTATION

Psychological assessment is a key component of psychological practice. Scientifically validated assessment tools are essential for accurately describing, diagnosing, predicting, explaining, or modifying the behavior of individuals under study. This course equips students with the skills needed to operate effectively in each of these areas.

The primary goal of this course is to provide a comprehensive understanding of psychological assessment as both a conceptual and methodological discipline and a professional activity. It aims to offer a broad perspective on the complexity of assessment, which involves not only administering tests but also engaging in a decision-making process to address relevant questions across various applied fields.
Throughout the course, we will explore key topics ranging from basic theoretical foundations (such as theoretical perspectives and ethics) and methodological principles (including validity, reliability, and item response theory) to technological tools and assessment methods (such as tests, instruments, and equipment for measuring behavioral operations). Finally, the course seeks to unify this diverse field by providing thorough coverage of its application in areas such as clinical, educational, occupational, and organizational psychology.

3. LEARNING OUTCOMES

Knowledge
KN02: Describe how to carry out a complete process of psychological assessment in different areas of psychology.
- Define necessary concepts for conducting psychological assessment (e.g., measurement, psychodiagnosis, behavioral assessment).

- Describe how to carry out a complete process of psychological assessment in different areas of psychology.
- Identify initial tools for successfully completing a process of psychological assessment in different fields of psychology: clinical and organizational.

Skills

SK03: Design assessment protocols in clinical and counseling psychology based on a clinical interview, laboratory tests, and behavioral observation.
- Analyze relevant ethical aspects for the assessment process.
- Conduct an assessment interview and provide feedback on results.
- Apply necessary communication skills in the assessment process.

Competences

COMP01: Understand the functions, characteristics, and limitations of different theoretical models in the field of Health Psychology.

COMP02: Understand the basic principles of different psychological processes in the field of Health Psychology.

COMP07: Understand different methods of assessment, diagnosis, and psychological treatments in different applied areas of Health Psychology.

COMP11: Be able to establish goals for psychological intervention in different contexts, proposing and negotiating goals with recipients and those affected.

COMP12: Be able to plan and conduct an interview.

COMP13: Be able to describe and measure variables (personality, intelligence, aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

COMP14: Be able to identify differences, problems, and needs.

COMP15: Be able to diagnose following the criteria specific to the profession.

COMP20: Know how to analyze the context in which individual behaviors, group processes, and organizational behaviors develop.

COMP21: Know how to select and administer instruments, products, and services, and be able to identify interested individuals and groups.

COMP25: Know how to choose appropriate psychological intervention techniques to achieve objectives.

COMP26: Master strategies and techniques for engaging recipients in the intervention.

COMP27: Know how to apply direct intervention strategies and methods to recipients: psychological counseling, therapy, negotiation, mediation.

4. CONTENT

- Introduction to psychological assessment: concepts and basic models
- The psychological assessment processes

- Scientific and ethical guarantees of assessment
- Psychological Assessment Techniques:
  - Clinical formulation: functional analysis of behavior
  - The psychological interview
  - The observation
  - The self-reports
  - The tests
- Psychological assessment in different areas:
  - Intelligence, aptitudes and other cognitive processes
  - Personality
  - Psychopathology
- Reporting results: the feedback session and the psychological report.

5. TEACHING AND LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Problem-based learning (PBL)
- Lectures
- Simulation environments
- Oral presentations
- Case-study methodology
- Use of computer programs

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Lectures	28h
Asynchronous lectures	7h
Problem solving	15h
Role playing	15h
Tutorials	5h
Autonomous work	50h
Practical activities	10h
Formative assessment	3h
Group activities	15h
Knowledge test	2h
TOTAL	150h

7. ASSESSMENT

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

Assessment system	Weight
Test of knowledge: 40 multiple-choice questions with 3 answer options	50%
Case Analysis and Problem Solving This section includes four practical activities, each worth 2.5%: 1. Conducting a psychological interview 2. Designing an observation protocol 3. Administering a self-report psychological assessment tool (requires mandatory in-person attendance) 4. Developing a psychological feedback report	10%
Reports and Written Work • A written report detailing a psychological assessment process carried out in a chosen applied context (10%) • An oral presentation of the assessment process* (10%)	20%
Learning Portfolio Students must attend seven simulation sessions. Their performance will be evaluated through a simulation-based exam that integrates knowledge acquired during these sessions.	10%
Performance Observation: ECOE Competency-based assessment conducted across multiple clinical stations to evaluate practical skills.	10%

* To pass the oral presentation, attendance is mandatory not only for your own group's presentation but also for those of your classmates.

On the Virtual Campus, you can find detailed information about the assessment activities you are required to complete, including submission deadlines and the evaluation procedures for each task.

ATTENDANCE

As established in Title I, Article 4 of the Evaluation Regulations for Degree Programs at Universidad Europea:
"For students enrolled in on-campus undergraduate programs, it is mandatory to justify attendance to at least 50% of classes. This requirement is considered an essential part of the evaluation process and ensures the student's right to receive academic guidance, support, and follow-up from the instructor. Failure to provide proof of at least 50% attendance through the methods established by the university may result in the instructor assigning a failing grade in the ordinary evaluation period, in accordance with the grading system outlined in these regulations. This is without prejudice to any additional requirements

or higher attendance percentages that each faculty may establish in their learning guides or internal regulations."

Students who do not meet the 50% attendance requirement during the ordinary evaluation period may receive a failing grade and must pass the corresponding objective assessments during the extraordinary evaluation period. To pass, they must achieve a score of 5.0 or higher out of 10.

7.1. FIRST EVALUATION PERIOD

To pass the course during the first evaluation period, you must achieve a final weighted average grade of 5.0 or higher out of 10.0. Additionally, you must score 5.0 or higher out of 10.0 in each of the following components:

- Final Exam (Test of knowledge)
- Average of the Four Activities in Case Analysis and Problem Solving (Note: If two or more of these activities receive a grade below 5.0, the entire block will be considered failed)
- Average of the Written Report and Oral Presentation on the Assessment Process (Reports and Written Work)
- Learning Portfolio (Simulation Exam)
- Performance Observation (ECOE)

PLAGIARISM AND USE OF IA

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

Artificial Intelligence Generated Content: Artificial Intelligence Generated Content (AIGC) tools, such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. Nor can these tools be responsible in any way for the content written in the paper. The use of AI must be authorised by the teacher for each activity. If a student has used these tools to develop any part of their work, their use must be described in detail in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used to improve spelling, grammar and general editing are not included in these guidelines. The final decision on the suitability of the reported use of an artificial intelligence tool rests with the lecturer, academic co-ordination, and degree management.

DELAYED SUBMISSION OF MANDATORY ACTIVITIES

Late submission of mandatory assignments will result in the activity not being assessed, and a numerical grade of 0 will be assigned.

ABSENCES IN PRACTICAL ACTIVITIES (SIMULATIONS AND IN-CLASS ACTIVITIES)

The course includes 7 mandatory simulation sessions. Students are allowed to miss only one simulation session, with or without justification. Missing more than one will result in failing the course during the first evaluation period, as attendance is essential for acquiring the required competencies through this

methodology. In such cases, the student must retake the Learning Portfolio block during the resit (second) evaluation period.

The course also includes 4 practical activities within the Case Analysis and Problem-Solving block. Activity 3 (Administering a self-report psychological assessment tool) requires mandatory in-person attendance for its completion and submission.

Additionally, the course includes 3 task training practical activities conducted in person in the classroom. Due to the nature of these activities, hyflex (hybrid-flexible) attendance is not permitted. The dates for these activities will be announced at the beginning of the course on the Virtual Campus.

Finally, the ECOE (Objective Structured Clinical Examination) is a mandatory, in-person assessment that evaluates the student's knowledge, skills, and competencies. It covers content from this course and assesses the student's ability to apply what they have learned in a practical and integrated manner. Attendance at the Simulated Hospital for this assessment is required to pass the course.

UNIFORM POLICY FOR SIMULATIONS AND ECOES

Whenever simulations or ECOEs are conducted, students are required to wear the appropriate uniform (scrub top and pants) in the simulated hospital environment.. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session.

If a student is not properly dressed for the ECOE, they will not be permitted to take the exam, resulting in the loss of the first evaluation opportunity.

7.2. SECOND EVALUATION PERIOD

In order to pass the course in the second evaluation period, the same requirements as in the first period must be met. The activities that were not passed in the first evaluation period must be handed in, after having received the corresponding corrections from the teacher, or submit any activities that were not previously submitted.

To successfully pass the course in the second evaluation period, you must achieve a final weighted average grade of 5.0 or higher out of 10.0. Additionally, you must score 5.0 or higher out of 10.0 in each of the following components:
- Final Exam (Test of knowledge)
- Average of the Four Activities in Case Analysis and Problem Solving (Note: If two or more of these activities receive a grade below 5.0, the entire block will be considered failed)
- Average of the Written Report and Oral Presentation on the Assessment Process (Reports and Written Work)
- Learning Portfolio (Simulation Exam)
- Performance Observation (ECOE)

SIMULATIONS RETAKE IN SECOND EVALUATION PERIOD

To make up for more than one missed simulation session, the student must complete two mandatory practical simulation sessions and pass a simulation-based exam that integrates the learning outcomes. This exam is part of the Learning Portfolio component.

CASE ANALYSIS ACTIVITIES RETAKE (CASE ANALYSIS AND PROBLEM-SOLVING)
The retake of these activities will follow the same instructions as in the first evaluation period. For activities requiring video viewing, students needing to recover them will be scheduled for an in-person session to watch the videos and complete the activity during the extraordinary evaluation period.

*The recovery of group activities, such as the written work on the evaluation process and its oral presentation (Reports and Written Assignments), will be done individually if there are not enough students to form a group.

8. SCHEDULE

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

Assessable activities	Deadline
Case analysis and problem-solving	March 2 – 7 April 6 – 10 May 4 – 8 May 11 – 15
Clinical simulation	April 1 – May 16
Designing a psychological assessment process	April
ECOE	May 25 – June 7
Final exam	May 25 – June 7

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. REFERENCES

The main reference work for this subject is:

- Fernández-Ballesteros, R. Encyclopedia of Psychological Assessment: Volume 1: A – M. SAGE Publication.
- Fernández-Ballesteros, R. Encyclopedia of Psychological Assessment: Volume 2: N – Z. SAGE Publication.
- Fernández-Ballesteros, R. (2011). Evaluación Psicológica. Madrid. Pirámide.
- Fernández-Ballesteros, R. (2013). Evaluación Psicológica. Madrid. Pirámide. (e-book)
- Groth-Marnat, G. & Wright, A. J. (2016). Handbook of Psychological Assessment. New Jersey: Wiley

- Kaplan, R. M. & Saccuzzo, D. P. (2013) Psychological Assessment and Theory: Creating and using Psychological Tests. Canada: Wadsworth Cengage Learning.

The recommended Bibliography is: Within each unit the students will be offered the recommended bibliography about each unit's contents.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT (ODI)

At the Educational Guidance and Diversity Unit (ODI), we provide support to students throughout their university journey to help them achieve their academic goals. Our work is also grounded in key principles such as the inclusion of students with specific educational support needs, universal accessibility across all university campuses, and equal opportunities for all.

The Unit offers students the following services:

1. Personalized academic support and follow-up, including individual advising and tailored plans for students who need to improve their academic performance.
2. Support for diversity, including non-significant curricular adjustments (related to teaching methods and assessment) for students with specific educational support needs, ensuring equity in learning opportunities.
3. Extracurricular training resources to help students develop a range of competencies that will enrich their personal and professional growth.
4. Vocational guidance, offering tools and advising for students who are uncertain about their academic path or believe they may have chosen the wrong degree.

Students in need of educational support can contact us at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to help identify strengths and areas for improvement regarding faculty, your degree program, and the teaching-learning process.

Surveys will be available in the Surveys section of your Virtual Campus or via your university email.

Your feedback is essential to improving the quality of your academic program.

Thank you for your participation!