

## 1. BASIC INFORMATION

<b>Course</b>	Psychodiagnostic Assessment
<b>Degree program</b>	Grade of Psychology
<b>School</b>	School of Biomedical Sciences
<b>Year</b>	2025/2026
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	Spanish/English
<b>Delivery mode</b>	Campus based
<b>Semester</b>	Semester 2
<b>Academic year</b>	2nd
<b>Coordinating professor</b>	Maria Recuenco Lain
<b>Professor</b>	Luis Bonet Ferrer, Carmen Irene De Lisa Marques

## 2. PRESENTATION

Over the past century, the concept of psychodiagnosis in clinical psychology has evolved through contributions from various psychological approaches (cognitive, behavioral, psychodynamic, neuropsychological, systemic, psychophysiological, interactionist, humanistic, etc.), as well as from psychiatry, sociology, education, and general clinical practice.

In this course, psychodiagnosis is approached as a process of assessment and evaluation of the patient's strengths and difficulties within a biopsychosocial framework. Concepts such as the health–illness continuum, normality–psychopathology, descriptive and categorical psychodiagnosis, functional and personality analysis, and cognitive and emotional development have progressively gained importance in evaluating and understanding patients' capacities and challenges across the lifespan.

The ultimate goal of this course is to provide students with a comprehensive understanding of the psychodiagnostic process, which is conceived as:

- a) a process that begins with the initial contact with the patient (demand analysis);
- b) the development of the psychodiagnostic report, which integrates the underlying processes of the patient's difficulties or pathology through different instruments and theoretical frameworks;
- c) the initial step toward psychological, educational, or psychosocial interventions tailored to the needs identified throughout this process.

### 3. LEARNING OUTCOMES

#### KNOWLEDGE

**KN02:** Describe how to carry out a complete process of psychological assessment in different areas of psychology.

- Identify the scope of action of the health psychologist in counseling and clinical psychology.
- Demonstrate assessment competencies in the healthcare field from different approaches: cognitive-behavioral, psychodynamic, systemic, neuropsychological, at different stages of the lifespan.
- Assess different areas of demand and refer the patient to a counseling or clinical psychology environment.

#### SKILLS

**SK03:** Design assessment protocols in clinical and counseling psychology based on clinical interviews, laboratory tests, and behavioral observation.

- Plan a psychological assessment in clinical and counseling settings according to the demand.
- Interpret symptomatic, psychometric, and behavioral data from the patient's cognitive, behavioral, and emotional-relational profile.

#### COMPETENCIES

- **CP01:** Understand the functions, characteristics, and limitations of different theoretical models of Psychology in the field of Health Psychology.
- **CP02:** Understand the basic laws of different psychological processes in the field of Health Psychology.
- **CP07:** Understand different methods of assessment, diagnosis, and psychological treatments in different applied areas of Health Psychology.
- **CP11:** Be able to establish the goals of psychological action in different contexts, proposing and negotiating goals with recipients and those affected.
- **CP12:** Be able to plan and conduct an interview.
- **CP13:** Be able to describe and measure variables (personality, intelligence, other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.
- **CP14:** Be able to identify differences, problems, and needs.
- **CP15:** Be able to diagnose following the criteria of the profession.
- **CP20:** Analyze the context in which individual behaviors, group processes, and organizational processes develop.
- **CP34:** Provide appropriate and precise feedback to recipients.
- **CP35:** Be capable of preparing oral and written reports.
- **CP36:** Understand and adhere to the ethical obligations of Psychology.

### 4. CONTENT

#### Unit 1: Model and Process of Psychodiagnosis in Clinical Psychology and Counseling

- **1.1 Fundamentals of Clinical Psychology**
  - Clinical and Health Psychology
  - The Normality-Psychopathology Continuum
  - Levels of Psychopathology
  - The Symptom in Clinical Psychology
  - Categorical and Descriptive Classification of Psychopathology
  - The Psychodiagnosis-Intervention Continuum
  - Psychological Counseling
  - Cognitive Activation and Functional Rehabilitation
  - Psychotherapies
- **1.2. Concept of Psychodiagnosis**

- What is Psychodiagnosis?
- Questions and Objectives of a Psychodiagnosis
- Types of Psychodiagnosis
- Role, Training, and Skills of the Psychologist during Psychodiagnosis
- **1.3. Different Models of Clinical Psychological Assessment**
  - Functional Behavioral Assessment
  - Cognitive Assessment
  - Clinical Cognitive Neuropsychological Assessment
  - Systemic Evaluation
  - Psychodynamic Psychodiagnosis
- **1.4. The Psychodiagnosis Process**
  - Demand Analysis
  - Information Gathering and Construction of Diagnostic Hypotheses
  - Feedback of Psychodiagnostic Results

#### **Unit 2: Information Collection Techniques for Psychological Evaluation**

- The Clinical Interview and Self-Report Methods
- Laboratory Psychological Tests
- Behavioral Observation
- Psychophysiological Techniques
- The Psychodiagnostic Report

#### **Unit 3: Evaluation of Intervention Outcomes**

- Establishing Objectives for Psychological Intervention Based on Psychodiagnosis
- Methodologies for Evaluating Psychological Intervention Outcomes

## **5. TEACHING-LEARNING METHODOLOGIES**

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

- Case method
- Presentations by students
- Problem-based learning (PBL)
- Master class
- Simulation environments
- 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	Hours
Lectures	30h
Asynchornous lectures	10h
Self-study	50h

Formative assessment	3h
Face-to-face test of knowledge	2h
Problem-solving	15h
Face-to-face tutorials	5h
Debates	10h
Practical exercises	15h
Role playing	10h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

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

Assessment system	Weight
<b>Activity 1. Class Attendance and Participation in Debate [Performance Observation].</b> Attendance (5%) and participation in class (5%). Attends class, participates in the debate, engages in dialogue with peers, and cooperates in shared activities.	10%
<b>Activity 2: Class Presentation [Oral Exposures]. Written Essay (6%) and Class Presentation (4%).</b> Students are required to prepare a written essay and an in-class presentation based on a case study that involves the selection of a psychodiagnostic instrument—either chosen from a provided list or identified through the student's own exploration of alternatives. The assignment must include the presentation of the administration protocol, scoring procedures, reliability and validity considerations, and an example of a narrative interpretation of results. Attendance at the class presentation is mandatory. Failure to present will result in failing this component, which may only be retaken during the extraordinary examination period.	10%
<b>Activity 3: Analysis Report (Scoring) and Interpretation of a Psychometric Test [Reports and Written Work].</b> A written narrative report presenting the scoring and interpretation of a psychometric test administered in a case study.	10%
<b>Activity 4: Problem-Based Learning (PBL) [Case Analysis and Problem Solving].</b> A descriptive and categorical psychodiagnostic report of the clinical case addressed during the simulations in the Simulated Hospital.	10%
<b>Activity 5: Simulation in the Simulated Hospital [Case Analysis and Problem Solving].</b> Attendance and active participation in five simulation sessions at the Simulated Hospital, along with the submission of a case information record accompanied by a critical reflection.	10%
<b>Activity 6. Final Objective Exam [Knowledge Assessment].</b> A multiple-choice final exam consisting of 40 questions, each with three answer options. Incorrect answers will result in a deduction of points.	50%

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.

### Attendance

As established in the Regulations on the Evaluation of Degree Programs at Universidad Europea, Title I, Article 4:

*"For undergraduate students enrolled in on-campus programs, it is mandatory to justify attendance at a minimum of 50% of classes. This requirement is considered an essential component of the evaluation process and ensures the student's right to receive guidance, support, and academic supervision from the instructor. Failure to provide evidence, through the means established by the university, of at least 50% attendance authorizes the instructor to grade the course as failed in the ordinary examination session, 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 stipulate in their learning guides or internal regulations."*

Students who fail to meet the 50% attendance requirement in the ordinary session may receive a failing grade and will be required to pass the corresponding objective assessments of the course during the extraordinary session, obtaining a minimum grade of 5.0 out of 10.

### 7.1. First exam period

To pass the course in the regular session, you must follow the continuous assessment system. To pass the course in the regular session, you must obtain a grade of 5 or higher out of 10 in:

- the final knowledge test
- each of the active methodologies: performance observation, oral presentation, reports and writings, case analysis, and problem-solving (in both PBL and simulation sessions)
- the final grade (weighted average) of the course

In the active methodologies section, the grade achieved by the student must be at least 5.0 out of 10.0 to be considered passed and averaged with the final objective test grade. In the active methodologies section:

1. Students will be required to complete and submit mandatory activities. These activities will be provided progressively throughout the course. Some may be carried out during class sessions and must be submitted at the end of the session.
2. Each mandatory activity will be graded on a scale of 0 to 10. To average the scores of these activities with the rest of the course assessments, students must achieve a minimum overall score of 5.0. Meeting this requirement is also necessary for the final grade to be averaged with the objective exam. Otherwise, the student will be considered to have failed the ordinary session and will receive a grade of 4.0 for the module.
3. Mandatory active-learning activities that are either failed or not submitted will be evaluated during the extraordinary session. These activities will be recovered through a complementary case-analysis assessment in addition to the exam in that session.
4. Both in practical assignments and in knowledge assessments, spelling errors will be taken into account unless the student provides documentation of a specific learning disorder affecting reading and writing. More than three spelling mistakes will result in the activity and/or question not being graded.

## PLAGIARISM AND AI USE

Any student who uses illicit means during an assessment, or who falsely claims authorship of academic work required for evaluation, will receive a failing grade (“0”) in all assessment components of the corresponding session in which the misconduct occurred and may also be subject to disciplinary action following the initiation of a formal proceeding.

**AI-Generated Content:** The use of Artificial Intelligence Generated Content (AIGC) tools, such as ChatGPT and other large language models (LLMs), is not permitted for the creation of academic work. These tools cannot, under any circumstances, be considered responsible for the written content of assignments. The use of AI must be explicitly authorized by the instructor for each activity. If a student employs these tools in the development of any part of their work, this use must be clearly described in detail within the assignment. The student assumes full responsibility for the accuracy of any information provided by the tool and for properly referencing any supporting material. Tools used exclusively for improving spelling, grammar, and general editing are not subject to these restrictions. The final decision regarding the appropriateness of the reported use of artificial intelligence rests with the instructor, the academic coordinator, and the program director.

### Late Submission of Mandatory Activities

Late submission of mandatory activities will result in a penalty of 1 point for every 24 hours past the deadline, up to a maximum of 48 hours. After this period, the assignment will receive a grade of 0.

### Simulation

Whenever simulations are conducted, students are required to wear the designated uniform (grey t-shirt and scrub pants) in the Simulated Hospital. Any student who does not attend in full uniform will not be permitted to participate in the simulation and will be marked as absent for that session.

Students may miss a maximum of two simulation sessions, with or without justification. Missing two or more sessions will result in a failing grade for the Case Analysis and Problem-Solving block (simulation sessions), which must then be retaken during the extraordinary examination session.

## 7.2. Second exam period

To pass the course in the extraordinary session, the same guidelines applied in the ordinary session will be followed. Students must submit any activities not passed during the ordinary session—after incorporating the corrections provided by the instructor—or any activities that were not previously submitted.

To successfully pass the course in the extraordinary session, students must achieve a final weighted average grade equal to or higher than 5.0 out of 10.0.

In all cases, it is mandatory to obtain a grade of at least 5.0 in the final exam for it to be averaged with the rest of the course components. Likewise, in both the ordinary and extraordinary sessions, students must achieve a minimum grade of 5.0 in each of the required activities for them to be included in the final average.

### Recovery of Activity 1 (Performance Observation) in the Extraordinary Session

The recovery of Activity 1 will consist of creating a debate podcast focused on the topic: “Stigma in Psychodiagnosis: Pros and Cons of Using a Diagnosis.” The purpose of this activity is to encourage students

to critically reflect on the impact of psychological diagnosis both in clinical practice and in the social perception of patients.

To complete the recovery, students must submit a written report of 1,500 to 3,000 words addressing the topic in a well-argued manner and incorporating relevant theoretical references. In addition, students must record a podcast of at least 20 minutes in length, engaging in a debate with a conversational partner on the proposed topic. The podcast should integrate multiple perspectives, conceptual foundations, and personal reflection.

#### Recovery of Activities 4 (PBL) and 5 (Simulations in the Simulated Hospital)

In the Psychodiagnosis course, the clinical case addressed during the simulation (Activity 5) and the final Problem-Based Learning activity (Activity 4) are closely interconnected, as both focus on the core competencies of the subject from complementary perspectives. For this reason, the recovery of Activity 4 (PBL) and/or Activity 5 (Simulation) in the extraordinary session will take the form of a written clinical case exam, in which the student must demonstrate both understanding and application of the fundamental competencies developed throughout the course.

## 8. SCHEDULE

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

Assessable activities	Deadline
<b>Active Methodology 1.</b> Class attendance and participation in the debate [Performance Observation].	January-June
<b>Active Methodology 2.</b> Classroom presentation [Oral Presentations].	March
<b>Active Methodology 3.</b> Analysis report (scoring) and interpretation of psychometric test [Reports and Writings].	April
<b>Active Methodology 4.</b> Problem-Based Learning (PBL) [Case Analysis and Problem Solving].	May
<b>Active Methodology 5.</b> Simulation in Simulated Hospital [Case Analysis and Problem Solving].	February-May
<b>Objective Test 6.</b> Knowledge test [Final Objective Exam].	June

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 is:

- Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J. I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (2013). *APA handbook of testing and assessment in psychology, Vol. 2: Testing and assessment in clinical and counseling psychology*. American Psychological Association.
- Marín-Martín, C. (2021). *Guía práctica de evaluación psicológica clínica*. Desarrollo de Competencias. Madrid, Pirámide.

The recommended Bibliography is:

- American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders fifth edition text revision DSM-5 TR*. American Psychiatric Association.

- Carroll, J.B., 1993. *Human Cognitive Abilities: A Survey of Factor-Analytic Studies*. Cambridge University Press.
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- Wechsler, D., 1944. *The Measurement of Adult Intelligence*. Williams & Wilkins.
- Wechsler, D. (2008). *Wechsler adult intelligence scale—Fourth Edition (WAIS—IV)*. San Antonio, TX: NCS Pearson.
- WHO – World Health Organization (2018). *International Classification of Diseases 11th edition (ICD-11)*. <https://icd.who.int/en>

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es](mailto:orientacioneducativa@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.

