

ASSESSMENT AND PSYCHOLOGICAL PROCESS - 800165

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology (Studies Plan 2009-10)

Type: Compulsory

ECTS: 6.0

Module: Basic psychological training

Area: Assessment and psychological diagnosis

Year: Third

Semester: 2

INSTRUCTOR INFORMATION

Psychobiology, Methodology and Behavioral Sciences Department

Name: Elisa Perez

Mail: elisaperez@psi.ucm.es

Office number:

Office hours:

Experimental Psychology, Cognitive Processes and Speech Therapy Department

Name: Dr. Yolanda Higuera

Mail: yhiguera@ucm.es

Office number: 1012-C

SYNOPSIS

COMPETENCIES

General competencies

GC7: Know and understand the different methods of psychological evaluation, diagnosis and treatment in different areas involving the application of psychology.

GC8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action.

GC9: Identify the relevant characteristics of individual behaviour.

GC11: Select and manage specific psychology techniques and instruments.

GC13: Appropriately and accurately transmit evaluation results to recipients.

GC14: Prepare oral and written psychological reports in different areas of activity.

GC15: Know and comply with the requirements of professional ethics in psychology.

Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

TC3: Problem solving and decision making within the Psychology area

TC4: To apply professionally knowledge about the own work or vocation.

TC5: To be able of collecting and reading on relevant data in the Psychology science framework to issue judgments including a reflection on relevant social, scientific or ethical issues.

TC6: Teamwork and collaboration with other professionals.

TC7: Critical thinking and, in particular, capacity for self-criticism.

TC8: Skills for designing future learning. Skills needed for the up-dating and improvement of the competences, skills and knowledges required to be a psychologist.

TC9: To be able of providing information about problems and solutions both to specialized and non-specialized audiences

Specific competencies

SC1: Identify needs and demands of the recipients of work performed by the psychologist in the different areas of application. CE3: To be able of planning and performing an interview

SC4: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes).

SC5: Be able to identify differences, problems and needs.

SC6: Be able to diagnose in accordance with professional criteria.

SC7: Know how to describe and measure processes of interaction, group dynamics and group and inter-group structure.

SC8: Be able to identify group and inter-group problems and needs.

SC9: Know how to describe and measure processes of organizational and inter-organizational interaction, dynamics and structure.

SC13: Know how to choose appropriate psychological intervention techniques to achieve objectives.

SC10: Know how to analyse the context in which individual behaviours and group and organizational processes take place.

SC11: Know how to select and manage instruments, products and services and be able to identify interested persons and groups.

SC16: Know how to plan evaluations of programmes and interventions.

SC17: Be able to measure and obtain relevant data for the evaluation of interventions.

SC18: Know how to analyse and interpret results of evaluations.

SC19: Know how to appropriately and accurately provide feedback to recipients.

TEACHING ACTIVITIES

Lectures: Professor in charge will explain the main concepts as well as the way through which the above-mentioned skills may be acquired. Classes will last 50 minutes and will take place twice a week. Students' presence is required to qualify for a pass mark. Professor will provide basic guideline and notes for students; however, it is students' obligation to complete that material with additional readings (books, articles, and web resources), notes and projects that will guarantee complete understanding of key concepts. Lectures last for 30 school hours.

PRACTICALS: Classroom or lab practice to clarify theoretical contents further. Presence is mandatory to pass this part of the matter. Practices last 15 school hours.

OTHER ACTIVITIES

1. Further readings
2. Essay writing
3. Information search
4. Group projects
5. Presentations

BRIEF DESCRIPTION:

We will focus on the evaluation of psychological processes forming human mind and human activity in any context. Specifically, we will focus on assessment of processes such as perception, attention, memory, emotion, executive function, thought and language.

The general aim is training the student on the methods, tools and techniques available to measure those processes. This will allow them to develop evaluation skills towards any professional path that might be of their interest.

PRE-REQUISITES:

Knowledge of the main theories, facts and models regarding sensorial and cognitive processing.

OBJECTIVES:

1. Describe from the field of clinical psychology and research all cognitive processes to be approached in this matter.
2. Establish the objective of the assessment of those processes.
3. Know the theoretical background and the application methods of each evaluation tool.
4. Practically administer each test to measure the specific psychological processes.
5. Train the student in generating hypothesis to define evaluation strategies.
6. Train in the ability to discuss and argument about the election of the specific assessment tools.
7. Create a specific assessment protocol for each psychological process.
8. Conclude about psychological processes based on the results from the tests.
9. Use tests results to complete a diagnosis or to design an investigation.
10. Generate databases to analyze and interpret data (excel, plots, SPSS)
11. Apply research methodology to data and evaluated psychological variables evaluated.
12. Perform differential diagnosis based on results from evaluation.
13. Complete a comprehensive results report of evaluated psychological processes.
14. Communicate results in a scientific environment (scientific meetings, conferences, journal papers...)

TOPICS

- Psychobiology, Methodology and Behavioral Sciences Department (Classes in Spanish):
 1. ANOVA de un factor de medidas repetidas (MMRR)
 2. ANOVA de dos factores con MMRR en ambos
 3. ANOVA de dos factores con MMRR en uno
 4. Regresión curvilínea
 5. Regresión logística
 6. Meta-análisis
- Experimental Psychology, Cognitive Processes and Speech Therapy Department:
 1. Perception
 2. Attention
 3. Memory
 4. Emotion
 5. Executive function
 6. Language
 7. Mental health
 8. Final remarks

ASSESSMENT

Teachers will explain at the beginning of the school term the specific instructions about contents, reading assignments, attendance, extraordinary activities, examination conditions and any other information required to start the matter.

This subject is divided in two parts: the first one will be delivered by the Psychobiology, Methodology and Behavioral Sciences Department and the second part by the Experimental Psychology, Cognitive Processes and Speech Therapy Department. A partial exam will be performed at the end of each of these two parts, with the option of releasing this part from the final exam if it was passed

(mark of 5 over 10). If any of these two partial exams are not passed, the pupil will have another option at the final exam in June, where they will have to perform only any failed part of the matter.

To pass the subject a 5 over 10 points is required in the final June exam, with a minimal score of 4 over 10 in each part to calculate a mean final score. Final score for the subject will correspond to the weighted summation of the two independent parts (25% Methodology Department, 75% Experimental Department). In July extraordinary examination, the exam will follow the same terms.

Both, theory and practical parts, must be marked passed to finally complete the subject.

RESOURCES:

- Aizpún y cols (2013) Enfoque neurolingüístico en los trastornos del lenguaje infantil. B Aires: Akadia
- Amón, J (1991) Estadística para Psicólogos II. Madrid: Pirámide.
- Benedet, MJ (2010) La evaluación de las alteraciones cognitivas en la clínica neuropsicológica, 2 vols. Madrid : Cultiva
- Botella J, Gambara H (2002) ¿Qué es el metanálisis? Madrid: Biblioteca Nueva
- Cohen, RJ y Swerdlink, ME (2006) Pruebas y evaluación psicológicas. Mexico, McGraw Hill.
- Fernández Ballesteros, R (2015) Evaluación psicológica: concepto, método y aplicaciones. Madrid: Pirámide.
- García Jiménez, MV (2002) Métodos y Diseños de investigación científica. Ciencias Humanas: Sociales y de la Salud. Barcelona: EUB
- Goldberg E (2004) El cerebro ejecutivo: Lóbulos frontales y mente civilizada. Madrid: Crítica
- Guch Fullá, J & cols (2004) Test Neuropsicológicos. Barcelona: Masson
- Hebben, N & Milberg, W (2011) Fundamentos para la evaluación neuropsicológica. México: Manual Moderno
- Lezak, M. D., Howieson, D. B., Loring, D. W., & Fischer, J. S. (2012). Neuropsychological assessment. Oxford University Press, USA.
- López y Romero (2013) TDAH y trastornos del comportamiento en la infancia y la adolescencia. Madrid: Pirámide
- Maestú, F & cols (2008) Neuroimagen: Técnicas y Procesos Cognitivos. Barcelona: Elsevier
- Pardo, A., y San Martín, R. (2010). *Análisis de datos en ciencias sociales y de la salud* (vol 2). Madrid: Síntesis.
- Pardo, A., y Ruiz, M. A. (2012). *Análisis de datos en ciencias sociales y de la salud* (vol 3). Madrid: Síntesis.
- Pérez Pueyo, A & cols (2013) Programar y evaluar competencias básicas en 15 pasos. Barcelona: Graó
- Mitrushina, M., Boone, K. B., Razani, J., & D'Elia, L. F. (2005). Handbook of normative data for neuropsychological assessment. Oxford University Press.
- Roca (2013) Evaluación diagnóstica de las competencias básicas. Madrid: Síntesis
- Tirapú Ustarroz J & cols (2011) Manual de neuropsicología. Barcelona: Viguera

OTHER RELEVANT INFORMATION:

Web pages:

Colegio Oficial de Psicólogos: Guías del proceso de evaluación (GAP):
<http://www.cop.es/index.php?page=guias-proceso>

Study references:

Goodglass, H., Kaplan, E. y Barressi, B. (2005). Evaluación de la Afasia y trastornos relacionados. Madrid: Editorial Médica Panamericana.

Puyuelo, M., Rondal, J. A. y Wiig, E. (2000). Evaluación del lenguaje. Barcelona: Masson.

Peña-Casanova, J. (2007). Neurología de la conducta y neuropsicología. Madrid: Editorial Médica Panamericana.

Soprano A.M^a. (2009). Cómo evaluar la atención y funciones ejecutivas en los niños. Argentina: Paidós.