

ASSESSMENT IN CONTEXTS I – Code 800166

COURSE INFORMATION

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

Type: Basic

ECTS: 6.0

Module: Basic Psychological training

Area: Assessment and Psychological diagnosis

Year: Third

Semester: 2

INSTRUCTOR INFORMATION

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SYNOPSIS

COMPETENCIES

CG7: Know and understand the different methods of psychological evaluation, diagnosis and treatment in different areas involving the application of psychology in Clinical Psychology and Educational Psychology.

CG8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action in Clinical Psychology and Educational Psychology

CG9: Identify the relevant characteristics of individuals' behaviour.

CG11: Select and manage specific psychology techniques and instruments in Clinical and Educational Psychology.

CG13: Appropriately and accurately transmit evaluation results to recipients.

CG14: Prepare oral and written psychological reports in different areas of activity.

CG15 Know and comply with the requirements of professional ethics in Clinical and Educational.

Transversal competencies

CT1: Analysis and synthesis

CT2: Preparation and defence of properly reasoned arguments.

CT3: Problem solving and decision making in Psychology.

CT4: Apply knowledge to own work or vocation on a professional way. (Traducción del professor)

CT5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.

CT6: Team work

CT7: Critical thinking and self- analysis.

CT8: Learning how to learn, skills for life-long learning.

CT9: Communication skills, learning how to communicate ideas to both, professional and non-professional audiences..

Specific competencies

CE1: Identify needs and demands of the recipients of work performed by the psychologist in Clinical and Educational Psychology.

CE3: Be able to plan and carry out interviews.

CE4: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes).

CE5: Be able to identify differences, problems and needs.

CE6: Be able to diagnose in accordance with professional criteria.

CE11: Know how to select and manage instruments, products and services and be able to identify interested persons and groups.

CE16: Know how to plan evaluations of programmes and interventions.

CE17: Be able to measure and obtain relevant data for the evaluation of interventions.

CE17.1. To measure and obtain relevant data for the evaluation of interventions, in terms of processes involved effectiveness, efficiency and effectiveness of interventions.

CE18: Know how to analyse and interpret results of evaluations.

CE19: Know how to appropriately and accurately provide feedback to recipients.

TEACHING ACTIVITIES

Each unit is designed to be completed in a week's time. The student is expected, prior to class hours, to read through the referenced theoretical material. Then in class room hours address in-class exercises and doubts. This methodology aims to set classroom hours as a time to encourage creative thinking and debate, relying on the academic scholar for guidance.

Concurrently to the covering of subject material, prior establishment of team-working groups, exercises are aimed at the development of a case study. Each group will be assigned a case study for whom they will develop a report. The necessary steps for the development of such will be guided through the contents of the subject, and with guidance and advice by the professor in workshop hours and tutorial hours. Evaluation activities

THEORETICAL CLASSES: 30H (Clinical Assessment: 20h; Educational Assessment: 10h)

PRACTICE CLASSES: 15 H (Clinical Assessment: 10h; Educational Assessment: 5h)

ECTs break-down

TEACHING ACTIVITIES	Hours	% of total credits	Attendance
Lectures Theory	30	20%	100%
Practical Lessons	15	10%	100%
Tutorials	5	3%	50%
Students' work (class assignments and time of study)	77	51%	0%
Theoretical Report	15	10%	0%
Assessment activities	8	6%	100%

BRIEF DESCRIPTION:

Assessment in Contexts I is a follow up of the previously scheduled subject Psychological Evaluation. The basic theoretical contents include the clinical assessment process, basic therapeutic skills, and screening and diagnosis techniques.

Regarding to Educational Assessment, the basic contents are: Educational interaction assessment processes; teaching-learning processes assessment and educational quality assessment criteria.

PRE-REQUISITES

A high level of understanding and writing of English and having previously coursed the subject Psychological Evaluation are required.

OBJECTIVES

TOPICS

Part 1. CLINICAL ASSESSMENT

1. Historical Introduction to Clinical Assessment
2. Ethical Issues in Clinical Psychology Assessment
3. Clinical Assessment Process
4. Interview in Clinical Assessment
5. General Mental Health Screening Techniques
6. Specific Screening Techniques and Specific Techniques
7. Diagnosis and Diagnosis Techniques
8. Functional Analyses and Case Formulation
9. Clinical Assessment in Disability
10. Psychological Report in the Clinical Context

Part 2. EDUCATIONAL ASSESSMENT UNITS

1. Educational assessment: concept, children assessment, role of psychologists.
2. Psychoeducational assessment: Instruments, reports, counselling to teachers.
3. School assessment: External and internal assessments. School processes. School climate.

ASSESSMENT

Different assessment tools are used to measure the skills and aims of learning: Practical Workshops- In class activities; Group assignment-Clinical Case; Final Exam; participation at class and oral presentations.

Evaluation criteria

Means of course evaluation includes a final exam, group practices, individual activities and a group assignment.

The final mark includes both differentiated parts of the subject: Clinical (70%) and Educational (30%).

It is necessary to pass both the clinical and the educational parts to pass the subject. It is mandatory also to pass the practical activities to pass both parts, Clinical and Educational.

RESOURCES

Textbooks

Marín, C. (2016). Practical guidelines for Assessment applied to Clinical Context (In Press)

Clinical Assessment References.

Plante, T. G. (2010). *Contemporary clinical psychology*. John Wiley & Sons.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. Sage.

Educational Assessment References.

Bennett, R. E. (2015). The changing nature of educational assessment. *Review of Research in Education*, 39(1), 370-407.

Corno, L., & Anderman, E. M. (Eds.). (2015). *Handbook of educational psychology*. Routledge.

Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. Guilford Publications.

Kellaghan, T., & Stufflebeam, D. L. (Eds.). (2012). *International Handbook of Educational Evaluation: Part One: Perspectives/Part Two: Practice (Vol. 9)*. Springer Science & Business Media.

Gardner, J. N., & Gardner, J. (Eds.). (2012). *Assessment and learning*. Sage.

Reynolds, C. R., Livingston, R. B., Willson, V. L., & Willson, V. (2010). *Measurement and assessment in education*. Upper Saddle River: Pearson Education International.

William, D., & Thompson, M. (2017). Integrating assessment with learning: What will it take to make it work? In *The future of assessment* (pp. 53-82). Routledge.

Other resources

Recommended films, podcasts and other audio-visual resources specific to subject topics.

Supplementary references/ material.