

Academic Year/course: 2021/22

## 61871 - Assessment and clinical diagnosis

### Syllabus Information

**Academic Year:** 2021/22

**Subject:** 61871 - Assessment and clinical diagnosis

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 557 - Master's in General Sanitary Psychology

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

**The subject and its expected results respond to the following approaches and objectives:**

The main objective of this course is that the students are able to propose a correct evaluation and clinical diagnosis, know the main tools, from the clinical interview to the most commonly used self-reports in this field, and know how to apply them with the maximum quality guarantees. In addition, the student will be able to design and evaluate health programs, and know the peculiarities of evaluation and diagnosis in the forensic field.

### 1.2. Context and importance of this course in the degree

Evaluation and clinical diagnosis is a mandatory subject of three credits in the Master of General Health Psychology. This subject, which complements the subject of General Psychopathology applied to General Health Psychology, represents a fundamental foundation in the field of health psychology. With these two subjects of the master will be achieved the deepening and updating, counting on the base acquired in degree by means of the subjects of psychological evaluation and psychopathology.

### 1.3. Recommendations to take this course

There are no prerequisites for enrolling in this course. It will be easier for students who have previous knowledge of some of the subjects of the Degree related to Clinical and Health Psychology, both general and in childhood and adolescence (psychopathology, psychological assessment, intervention techniques, and psychological treatments in childhood, among others). On the other hand, knowledge in reading English, office automation, internet management, operation of the university's bibliographic resources and specialized psychology databases will be useful.

## 2. Learning goals

### 2.1. Competences

**By passing the course, the student will be more competent to...**

CB8 - Students are able to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgements

CB9 - Students are able to communicate their findings and the ultimate knowledge and reasons behind them to specialist and non-specialist audiences in a clear and unambiguous manner.

TC3 - Show interest in lifelong learning, updating of knowledge and continuing professional development.

SG1 - Acquire, develop and implement a concept of integral health, which includes the biopsychosocial components of health, in accordance with the guidelines established by the WHO.

CE3 - Demonstrate interpersonal communication and emotion management skills appropriate for effective interaction with patients, family members and caregivers in the processes of problem identification, assessment, communication of diagnosis and psychological intervention and follow-up.

SG4 - Critically analyze and utilize clinical information sources.

SG5 - Use information and communication technologies in professional performance.

CE6 - Write psychological reports in a manner appropriate to the recipients.

CE9 - To develop their work from the perspective of quality and continuous improvement, with the necessary self-critical capacity for responsible professional performance.

CE12 - To have an in-depth knowledge of the psychological nature of human behaviour, as well as the social and biological factors that may affect it.

CE16 - To have an in-depth knowledge of the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them for dealing with behavioural disorders and the psychological factors associated with health problems.

CE17 - Plan, conduct and, if necessary, supervise the process of psychological evaluation of human behavior and psychological factors associated with health problems in order to establish the evaluation of these problems.

## 2.2. Learning goals

**In order to pass this course, the student must demonstrate the following results...**

### **Basic:**

RAB3: The student knows how to communicate his conclusions to specialized and non-specialized audiences in a clear and unambiguous way.

RAB4: The student has learning skills that allow him/her to continue studying in an autonomous way and is original in the development and/or application of ideas in health and research contexts.

### **Specific:**

RAE1: The student acquires, develops and puts into practice a concept of integral health according to the guidelines established by the WHO.

RAE3. The student possesses interpersonal communication and emotion management skills appropriate for effective interaction with patients, family members and caregivers in the processes of problem identification, assessment, communication of diagnosis and psychological intervention and follow-up.

RAE4. The student critically analyzes and utilizes sources of clinical information.

RAE5: The student uses information and communication technologies in professional performance. RAE6. The student writes psychological reports in a manner appropriate for the intended recipients.

RAE9. The student develops his/her work with a view to quality and continuous improvement, with the self-critical ability necessary for responsible professional performance.

RAE12. The student has an in-depth knowledge of the psychological nature of human behaviour, as well as the social and biological factors that may affect it.

RAE16. The student has an in-depth knowledge of the different evaluation and intervention models in the field of General Health Psychology, as well as the techniques and procedures derived from them for dealing with behavioural disorders.

RAE17. The student is able to plan, carry out and, if necessary, supervise the process of psychological evaluation of human behaviour and of the psychological factors associated with health problems in order to establish the evaluation of these problems.

### **Cross-Cutting:**

ARP1. The student knows the different models of evaluation and intervention in the field of Clinical and Health Psychology.

ARP2. The student knows in depth the nature and the theoretical and explanatory frameworks of the different psychopathological, health and neuropsychological disorders.

ARP3. The student knows how to value and integrate the implication of the different psychological aspects in the development of psychological disorders and health problems.

ARP5. The student is able to achieve an adequate level of understanding of the recipient's demand in each situation or context of application.

ARP6. The student is able to show reasonable critical sense and intellectual curiosity about the factors that influence or cause psychological and health disorders.

ARP7. The student knows and complies with the deontological obligations of Clinical and Health Psychology.

ARP9. The student is able to recognise and respect human diversity and understand that psychological explanations may vary across populations and contexts.

ARP10. The student demonstrates an ethical and professional commitment to civic, social and global responsibilities.

ARP11. The student shows an interest in lifelong learning, updating knowledge and continuing professional development.

## 2.3. Importance of learning goals

The different learning results achieved by the students will help them to conduct the evaluation process with the appropriate tools for each case and to comply with the maximum quality guarantees. They will also be able to make diagnoses and prepare psychological reports in different areas of clinical and health psychology. Likewise, the student will be able to evaluate health promotion and prevention programs, and to carry out evaluations in the forensic field.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

**The student must demonstrate that he/she has achieved the intended learning outcomes through the following assessment activities:**

Written test (score from 0 to 10) at the end of the term. The grade may be 60 % of the final mark. The test may contain multiple choice questions, short questions or questions to be developed (to be determined at the beginning of the course).

Continuous work (grade from 0 to 10). The grade may be around 40% of the final grade. The resulting grades may be derived from the submission of practice reports, preparation of individual and/or group work, attendance at conferences or lectures related to the content of the course, among other activities to be determined by those responsible for the course.

Students will be able to carry out the activities corresponding to the continuous work as long as the attendance to the classes is not less than 80% of the teaching hours of the subject.

In any case, students will have the right to a global evaluation of the subject in which they will be able to obtain the maximum qualification.

**Note:** In the event that, for health safety reasons, a change is considered in the teaching of the subject from classroom-based to blended learning, the following modifications may be made in the evaluation of the subject:

1. The written test will be taken by telematic means with a specific time frame (e.g. through Moodle). The control of the student body during the test will be done through the Google Meet application or other platforms approved by the university.
2. Work done on an ongoing basis during the course will be delivered individually through the Moodle tool.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favor the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, tutorials, and assessment tasks.

Students are expected to participate actively in the class throughout the semester.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

Further information regarding the course will be provided on the first day of class.

**Note:** In the event that for health safety reasons a change in teaching from face-to-face to semi-presential or non-presential is considered, the following modifications may be carried out:

1. Classes will be adapted to the telematic format.
2. Moodle will be used as the preferred way of exchanging material and theoretical and practical explanations. Scientific articles, case studies, Power Point presentations and links to various content of interest will be published.
3. Additionally, videos of different theoretical topics will be recorded with visual support through Power Point presentations or online classes can be given through Google Meet or other tools approved by the University.
4. Mentoring will be carried out by e-mail and/or meetings through Google Meet or other tools approved by the University.

### 4.2. Learning tasks

**The program offered to the student to help him/her achieve the expected results includes the following activities:**

- 1) Expository classes in which the professional teacher/tutor will explain the basic notions of the topics: 15 h
- 2) Problems and practical case activities: 10 h
- 3) Seminars/workshops: 5 h

### 4.3. Syllabus

The course will address the following topics:

- Topic 1. The evaluation process in the context of the Health General Psychology.
- Topic 2. Advances in psychological assessment and health.
- Topic 3. Clinical diagnosis.
- Topic 4. The psychological report.
- Topic 5. Evaluation in Forensic Psychology.

### 4.4. Course planning and calendar

### **Calendar of face-to-face sessions and presentation of coursework:**

It will be specified at the beginning of the course, as well as the programme of contents and the recommended bibliography.

The general activities that will be carried out during the four-month period of the course will be: 1) Presentation of the course; 2) Definition of the evaluation criteria and the practical activities; 3) Delivery of the theoretical and practical contents foreseen; 4) Continuous evaluation of the student's progress; 5) Delivery of material (headings) for the elaboration of written works and/or oral presentations; 6) Oral presentations and 7) Final evaluation.

Key dates to be determined.

### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61871&Identificador=C70629>