

Adult Clinical Psychological Assessment

Code: 105774
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Joan Deus Yela
Email: Joan.Deus@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

En el campus virtual es podran penjaràn articles amb llengua anglesa.

Teachers

Josep Devi Bastida

Prerequisites

There is no prerequisite specifically established for this subject, but it is highly recommended that you have studied or be studying simultaneously Psychopathology of Adults and Personality Disorders. It is much more effective to learn to evaluate and to be able to establish a diagnosis if we know what to evaluate.

Objectives and Contextualisation

This subject es part of the optional training subject, in the minor Clinical Psychology of Adults, called "Clinical Psychology of Adults" that is undertaken on the fourth year of the Degree in Psychology. A general objective of this subject is that the student is able to identify and delimit the procedure and/or assessment techniques in clinical pscyhology of adults that shoudl be used, most appropriately, according to the case raised in the clinical-health field. More specifically, the specific objectives of the subject are:

1. Acquire basic knowledge about the assessment process in adult clinical psychology: interview, differential diagnosis and decision-making in the established assessment process.
2. Acquire the basic knowledge about the peculiarities of clinical assessment for various different mental disorders in clinical psychology of adults.
3. To know the assessment instruments and techniques most frequently used in the clinical field: selection criteria, rules of administration and correction and clinical interpretation of the results.
4. Familiarize yourself with the procedure for drawing up a clinical report.

Competences

- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Formulate hypotheses about the demands and needs of the recipients.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Obtain and organise relevant information for the service requested.
- Plan the evaluation of programmes of intervention.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the deontological code and act ethically.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.

Learning Outcomes

1. Analyse the content of clinical interviews related case studies in the field of clinical psychology with adults.
2. Analyse the quality of the information collected.
3. Apply assessment techniques for each type of problem and level of complexity.
4. Apply assessment techniques.
5. Apply communication skills.
6. Apply knowledge, skills and acquired values critically, reflexively and creatively.
7. Demonstrate knowledge of the relevant sections of information in reports for various purposes.
8. Differentiate the various methods and tools and their usefulness.
9. Distinguish different approaches to assessment and diagnosis and classify them according to the application context.
10. Distinguish the quality criteria of the instruments depending on the context.
11. Identify functional variables of acquisition and maintenance of problems in examples of clinical cases.
12. Indicate the objectives of the intervention.
13. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
14. Plan post-treatment evaluation.
15. Plan the evaluation to be carried out during the intervention.
16. Prepare different types of report.
17. Recognise the deontological code and act ethically.
18. Recognise the key elements of narrative discourse or the results of a standardized assessment.
19. Recognise the stages of clinical assessment.
20. Summarise the essential information to facilitate the process of formulating a case and differential diagnosis.
21. Use nomenclatures and appropriate language in each application context.
22. Use techniques facilitating the clinical interview.
23. Write up the results in an operational way.

Content

Block A: Conceptual Aspects.

Topic 1. Basic concepts in clinical assessment and psychodiagnosis: historical evolution of the concept of clinical psychological assessment, terminology delimitation, psychodiagnostic models in clinical psychological assessment.

Block B: Strategies and Procedures for Assessment in Clinical Psychology.

Topic 2. The process of obtaining a psychodiagnostic: clinical assessment process, establishment of diagnostic hypotheses, evaluation of problems and psychological dimensions, diagnostic keys, differential diagnosis, functional behavior analysis, diagnostic criteria, anamnesis and clinical history, prognosis and clinical psychological report.

Topic 3. The clinical interview: the interview in the clinical context, classification of the interviews, advantages and limitations, reliability and validity of the interview, longitudinal description of the course of the interview.

Topic 4. Assessment of the normal personality in the clinical context: personality assessment from empirical criteria, personality assessment from factorial criteria, personality assessment from the paradigm of the 'five major factors', personality assessment from a psychobiological paradigm

Topic 5. Multidimensional psychometric instruments and general interviews in psychodiagnostics: general interviews (SCID-I), SCL-90-R inventory, Minnesota personality multiphasic inventory (MMPI-II), Minnesota multiphasic personality inventory reviewed (MMPI-RF), the clinical analysis questionnaire (CAQ-II), the Millon multi-axial clinical inventory (MCMI-IV) and the Personality Assessment Inventory (PAI).

Block C: Clinical assessment of several mental disorders

Topic 6. Assessment of affective disorders.

Topic 7. Assessment of anxiety disorders.

Topic 8. Assessment of psychotic spectrum disorders: schizophrenia.

Methodology

The teaching methodology of the subject is aimed at fostering decision-making capacity, planning capacity, autonomy and critical attitude. It is intended that the student should be able to decide, according to the diagnostic hypotheses formulated the most appropriate procedure, of psychological assessment in adult clinic and, finally, to complete the evaluation process with the oral and written transmission (report) of the results. It is necessary for the student to be pro-active in the search for information for the current status of the different instruments for clinical assessment of adults and the different assessment procedures for the different psychopathological disorders.

The teaching methodology of this subject can be divided into three blocks:

1. Directed teaching. It is structured in three compulsory assistance activities:

A. The first consists of a lecture cycle, in classroom and/or virtual mode, supported by multimedia technologies and made in large groups. It is intended that the student is able to learn the main theoretical concepts of assessment in clinical psychology of adults. The duration of this activity will be two hours for all students in a module.

B. The second activity consists of directed classroom practices or clinical seminars and/or virtual mode that will be conducted in small groups under the principle of problem-based learning (PBL). In these practices, at the proposal of the teaching team, two clinical cases will be analyzed, where the entire process of clinical evaluation and preparation of the clinical report will be worked on. The aim is to create a space for critical analysis and clarification of the assessment process in clinical psychology to be carried out in each clinical case, similar to that established in hospital clinical sessions, in relation to the theoretical concepts that have been discussed in the lectures. The duration of this activity, which students will receive bi-weekly, will be two hours taught to third of the students on the module (group 1/3). This activity focuses on the following training activities:

1. Work on the skills of the clinical evaluator to obtain relevant information.
2. Preparation of a history and clinical history.

3. Identification of the main and secondary clinical signs and symptoms.
4. Formulation of diagnostic hypotheses.
5. Plan and design the clinical evaluation process.
6. Analysis and discussion of the assessment instruments used.
7. Interpretation of the results of the evaluation instruments used.
8. Work on the skills of the clinical evaluator for the oral feedback of the results of the evaluation instruments used.
9. Preparation of the psychological clinical assistance report.

C. The third activity consists of an oral presentation by students (groups of two people maximum), on one of the 5 topics proposed by the teaching team, for a period not exceeding 25 minutes and with power-point type visual support. The duration of this activity, which the students will receive biweekly, will be 4 hours divided into two sessions of two hours and taught with a third of the students of a whole module (group 1/3). This last activity is aimed at expanding the content and theoretical knowledge presented in the lectures with the whole group and developing the synthesis and oral defense capabilities of an evaluation topic in clinical psychology of adults. The topics to choose are:

1. Evaluation of disruptive disorders, impulse control and behavior disorders.
2. Evaluation of suicidal and autolytic behaviors.
3. Evaluation of sexual disorders.
4. Evaluation of addictive disorders and substance use.
5. Evaluation of gender violence.

2. Supervised Activity. It is structured in an activity, led by the student, which aims to consolidate the theoretical and practical contents of the subject. It consists of a psychological clinical assistance report. Specifically, it is the preparation of a clinical report of a psychopathological clinical case based on the clinical history and the results of the different tests / instruments used for the psychological evaluation of the case that students should interpret. The preparation of the report will be carried out in groups of two students maximum and, exceptionally, a single student. The teachers will help and supervise the work in office hours and during the weeks set aside for assessment of this activity. There will be a specific day of supervised teaching in the classroom (see teaching schedule).

3. Autonomous activity. The autonomous work activities of the student include, in addition to study and bibliographic research, the reading of specialized or complementary content materials of special interest for the acquisition of competences.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences	24	0.96	9, 8, 10, 12, 17, 18, 19, 21
Seminars of clinical cases	12	0.48	1, 2, 5, 3, 17, 22
Type: Supervised			
Supervised work	13.5	0.54	2, 6, 4, 10, 20, 21
Type: Autonomous			
Reading of texts	25	1	6, 13

Search for documentation in scientific journals, books and the Internet	25	1	6, 13
Study	47.5	1.9	9, 8, 10, 13, 19

Assessment

The assessment of the subject comprises individual and collective assignments or in a small group of up to two people, according to the evaluation guidelines established by the Faculty of Psychology 2010-2020: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

A. Individual assessment:

1. Two written and in-person tests will be undertaken, in face-to-face and / or virtual mode, with multiple choice tests, evidence of assessment (EVA1) for thematic blocks A and B (subjects 1-5a) with questions from a clinical case and the other assessment (EVA2) for thematic blocks B and C (subjects 5b-9) and a clinical case. The partial grade value of each test will be 30% for EVA1 and 30% for EVA2. These tests will be aimed at assessing the student's ability to apply the concepts and theories studied on the clinical psychology assessment of adults subject. The total grade of these written tests will have a maximum value of 60% of the final grade for the subject. These learning evidences will be evaluated during the first (EVA1) and second (EVA2) assessment period.
2. A portfolio will be carried out (EVA4). A practical portfolio (EVA4) will be undertaken with the report on the two cases undertaken during the clinical seminars undertaken throughout the course. During the course of each clinical seminar, the different parts of the clinical psychological reports will be undertaken in the field of adults. The value of the grade for this assessment will be 10% of the final grade for the subject. This learning evidence will be delivered during week 15 or 16.

B. Evidence of collective learning (maximum two people):

1. An assessment of tutored learning will be undertaken by conducting a clinical report of a practical case (EVA3). Written presentation. The total grade for this assessment will have a maximum value of 15% of the final grade for the subject. It can be undertaken individually or in groups of a maximum of two people. This learning evidence will be delivered during week 15 or 16.
2. An oral presentation with power-point support (EV5), for no more than 25 minutes, will be undertaken on one of the 5 subjects of clinical psychological assessment of adults and proposed by the teaching team: assessment of disruptive disorders and the control of impulses, assessment of suicidal and auto lithic behaviors, assessment of sexual disorders, and assessment of addictive disorders and substance use, and assessment in gender violence. The value of the grade of this assessment will be 15% of the final grade for the subject. It must be undertaken with groups of 2 people. This learning evidence will be evaluated during the weeks 14 and 15.

The final grade for the subject will be calculated as follows: two written tests (EVA1 and EVA2), the writing of the tutored report (EVA3), the practical portfolio (EVA4) and the oral presentation (EV5). Each of the assessments has the aforementioned weighting. It is calculated from the following formula and prerequisite: Final Note = [(Note EV1x0.3) + (Note EV2x0.3) + (Note EV3x0.15) + (Note EV4x0.10) + (Note EV5x0.15)] .

The following assessment terms must be taken into account:

Evaluable student definition: Students who have submitted assessments with a weight equal to or greater than 4 points (40%) of the total subject, cannot be recorded on file as "non-evaluable". If they are considered submitted or evaluable, they will qualify with 0 assessments which the student has not submitted.

Definition of passing the subject: a student has passed the subject when they have submitted all the assessments, obtaining a total of at least 5 points in continuous assessment, with a minimum of 3,5 points or more (on a scale 0-10) in each assessment undertaken. Should these requirements not be met, the maximum grade that can be obtained is 4.9 points.

Re-assessment tests: in resit week, students will have the option of resitting individual written assessments (multiple choice type test or EVA1 and EVA2) not passed and previously submitted. Thus, the student can opt

for re-assessment provided that throughout the continuous assessment they have completed the assessments with a weight equal to or greater than 2/3 parts of the total grade and obtained a score less than 5 points and greater or equal to 3,5 points. The subject criterion passed will be the same as for continuous assessment, only replacing the grades of the assessments passed. Should the set requirements not be met, the maximum grade to be recorded on the academic record will be 4.9 points. The individual written re-assessment will consist of a closed written test with multiple choice questions on the unsuccessful theoretical content and with questions about a clinical case.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence EVA1 (First written test of multiple choice test)	30% (Thematic block A and B)	1.5	0.06	2, 3, 9, 8, 10, 12, 13, 14, 15, 18, 19, 21
Evidence EVA2 (Second written test of multiple choice test)	30% (Thematic block B and C)	1.5	0.06	2, 3, 7, 9, 8, 10, 13, 14, 15, 18, 19, 21
Evidence EVA3 (Report of a clinical case worked entirely by the student)	15%	0	0	1, 2, 6, 4, 7, 16, 23, 11, 12, 17, 18, 20, 21
Evidence EVA4 (Portfolio seminar of clinical cases)	10%	0	0	1, 2, 6, 5, 3, 4, 7, 9, 16, 11, 12, 14, 17, 18, 20, 21, 22
Evidence EVA5 (Oral presentation evaluation theme)	15%	0	0	6, 5, 3, 4, 9, 8, 10, 13, 14, 15, 17, 21

Bibliography

Academic manuals-Basic bibliography:

DEUS J., DEVÍ J. Evaluación en Psicología Clínica de Adultos. Barcelona: Editorial UOC, 2019.

CARRASCO M.A., RAMIREZ I., Del BARRIO V. Evaluación Clínica. Diagnóstico, formulación y contrastación de los trastornos psicológicos. Madrid: Editorial Sanz y Torres, 2013.

CABALLO V.E. Manual para la evaluación clínica de los trastornos psicológicos. Trastornos de la edad adulta e informes psicológicos. Madrid: Pirámide, 2008.

Complementary bibliography:

AIKEN R.L. Tests psicológicos y evaluación. México: Pearson Educación, 2003¹¹.

BUELA-CASAL G., CABALLO V.E., SIERRA J.C. Manual de evaluación en psicología clínica y de la salud. Madrid: Siglo XXI, 1996.

BUELA-CASAL G., SIERRA J.C. Manual de evaluación y tratamientos psicológicos. Madrid: Biblioteca Nueva, 2001.

BULBENA A., BERRIOS, G.E., FERNÁNDEZ, P. Medición clínica en psiquiatría y psicología. Barcelona: Masson, 2000.

CABALLO V.E. Manual para la evaluación clínica de los trastornos psicológicos. Estrategias de evaluación, problemas infantiles y trastornos de ansiedad. Madrid: Pirámide, 2005.

COHEN R.J., SWERDLIK M.E. Pruebas y evaluación psicológicas. Introducción a las pruebas y a la medición. México: McGraw-Hill, 2001.

COLOM-MARAÑÓN R. Tests, inteligencia y personalidad. Madrid: Pirámide, 1995.

COMECHE M.I., DÍAZ M.I., VALLEJO M.A. Cuestionarios, inventarios y escalas, ansiedad, depresión y habilidades sociales. Madrid: Fundación Universidad-Empresa, 1995.

CORMIER W.H., CORMIER L.S. Estrategias de entrevista para terapeutas. Bilbao: DDB, 1994².

FERNÁNDEZ-BALLESTEROS R. Evaluación psicológica: conceptos, métodos y estudio de casos. Madrid: Pirámide, 2011.

FERNÁNDEZ-BALLESTEROS R., OLIVA M., VIZCAÍNO C., ZAMARRÓN M.D. Buenas prácticas y competencias en evaluación psicológica. Madrid: Editorial Pirámide, 2010.

GUTIÉRREZ T., RAICH R.M., SÁNCHEZ D., Y DEUS J. Instrumentos de evaluación en psicología de la salud. Madrid: Alianza editorial, 2003.

KIRCHNER T., TORRES M., FORNS M. Evaluación psicológica: modelos y técnicas. Barcelona: Paidós, 1998.

MATESANZ A. Evaluación estructurada de la personalidad. Madrid: Pirámide, 1997.

MORENO-ROSSET C. Evaluación psicológica: teoría y práctica. Madrid: Editorial Sanz y Torres, 2005.

MUÑOZ M. Manual práctico de evaluación psicológica clínica. Madrid: Síntesis, 2003.

MUÑOZ-LÓPEZ M., ROA ÁLVARO A., PÉREZ-SANTOS E., SANTOS-OLMOS A., Y DE VICENTE COLOMINA A. Instrumentos de evaluación en salud mental. Madrid: Pirámide 2002.

URBINA S. Claves para la evaluación con tests psicológicos. Barcelona: TEA Ediciones, 2007.

VÁZQUEZ C., Y MUÑOZ M. Entrevista diagnóstica en salud mental. Madrid: Síntesis, 2002.