

| Degree | Type | Year |
|------------|------|------|
| Psychology | OB | 2 |

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are no official requirements; however, students must have a basic knowledge of the different approaches to the explanation of normal and abnormal behaviour, and its biological and social basis. Therefore, it is recommended to simultaneously study those subjects in the same semester and to have passed the subjects programmed in previous semesters and academic years.

Objectives and Contextualisation

Any professional activity carried out by professionals in psychology involves an assessment process that allows responding to specific demands. These demands may vary according to the area of application, the information-collection process and the organisation and interpretation of results. However, there are common guidelines called the assessment process.

On completion of the subject, students must be able to:

- Detect, identify and analyse different kinds of demands.
- Know the characteristics of psychological assessment techniques; their advantages and disadvantages.
- Interpret and understand the results.
- Organise the obtained information and make decisions based on results and theories with scientific evidence.

- Write a results report.
- Evaluate the tasks carried out as a professional during the psychological-assessment process.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Diffuse knowledge derived from the results of the research and the products and services generated taking into account the social and personal repercussions that could derive from it.
- 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.
- Obtain and organise relevant information for the service requested.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Apply assessment techniques.
2. Apply communication skills.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Assess how stereotypes and gender roles impact professional practice.
5. Assess the limitations and advantages of the different psychological assessment procedures in their scopes.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
9. Describe how to obtain updated information instruments.
10. Differentiate the various methods and tools and their usefulness.
11. Distinguish between the different areas of psychological assessment.
12. Distinguish the quality criteria of the instruments depending on the context.
13. Explain the explicit or implicit deontological code in your area of knowledge.
14. Formulate and describe problems of people assessed psychologically according to the results of the assessment process.
15. Recognise the stages of intervention.
16. Recognise the stages of the assessment process.
17. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
19. Transmit information giving value to the repercussions that it may have on the receiver and their environment and respecting the rights of the receiver (or receivers) such as informed consent, confidentiality, veracity, non-maleficence, etc.

20. Use psychological strategies to convey information based on the specific characteristics of each situation, the recipient and the most viable communication procedures.
21. Use the specific lexicon of subject.
22. Write psychological reports in the various fields of discipline applied and adapted to each request.

Content

THEORETICAL FOUNDATIONS

- Models for behavioural assessment
- The psychological-assessment process
- Ethical and scientific aspects in Psychological Assessment
- The psychological-assessment report

ASSESSMENT TECHNIQUES

- The interview
- Observation
- Inventories, questionnaires and scales
- Objective techniques
- Projective techniques
- Psychometric tests

AREAS OF APPLICATION

- The psychological assessment process: vocational guidance, clinical context and recruitment processes

Seminars (SEM) CLINICAL CASE:

1. Demand and problem delimitation
2. Problem analysis and hypothesis generation
3. Planning and information gathering
4. Test correction I
5. Test correction II
6. Hypothesis testing and results integration
7. Report
8. Feedback

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|--------------------------------------|
| Type: Directed | | | |
| Lectures | 28.5 | 1.14 | 10, 12, 11, 9, 17, 18, 16, 15, 21, 5 |
| Practical classes based on seminars and problem solving | 16 | 0.64 | 3, 2, 1, 8, 14, 17, 18, 16, 21 |
| Type: Supervised | | | |
| Supervising exercises and reports | 10 | 0.4 | |
| Type: Autonomous | | | |
| Preparing a psychological report | 10 | 0.4 | 2, 1, 12, 9, 14, 17, 18, 21 |

| | | | |
|---------------------------------------|----|------|------------------|
| Preparing work for lectures and study | 70 | 2.8 | 3, 10, 12, 16, 5 |
| Reading specific bibliography | 12 | 0.48 | 10, 11, 5 |

The methodology is divided into different kinds of work and activities.

There are lectures and practical classes, with extra documents available on *Campus Virtual*.

Some supervisory sessions are also included to help with writing a psychological report based on a real case presented in the practical sessions.

Independent work consists of text reading, studying the presented material and doing practical exercises (e.g., to analyse specific instruments of psychological assessment; search for suitable assessment techniques to deal with the demand presented in practical sessions, etc.)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|---|
| E1: Exam 1 (written, individual, face-to-face 1st assessment period) | 35% | 1.75 | 0.07 | 7, 3, 13, 14, 17, 18, 16, 15, 19, 21, 4 |
| E2: Activities of the seminars, report, and oral feedback on the case worked on in the seminars (written, oral, in-person, virtual, group, weeks 14-16). | 20% | 0 | 0 | 3, 2, 1, 6, 8, 11, 13, 9, 14, 17, 18, 22, 19, 21, 20, 5 |
| E3: Exam 2 (written, individual, face-to-face 2on assessment period) | 45% | 1.75 | 0.07 | 3, 1, 8, 10, 12, 11, 13, 9, 17, 18, 16, 15, 5 |

In addition to the details provided below, the "Guidelines for assessment of the Faculty of Psychology degrees 2025-26" apply, available at: https://www.uab.cat/doc/DOC_Pautes_Avaluacio_2025-2026

Continuous assessment

Evidence for learning to be completed by students:

- Evidence 1: A required exam with a value of 35% of the final mark of the subject, which will take place during the first evaluation period of the second semester. It is compulsory to sit this exam. Feedback will be given in class in the session following the exam, along with a tutorial (QD2, weeks 9-10).
- Evidence 2: Activities linked to the seminars, worth 20% of the final grade for the subject. Students must submit the activities completed during the seminars, a written case report, and an oral presentation. This evidence will be done in groups (4 or 5 students), and the final submission will be scheduled for weeks 14-16 of the second semester. Feedback with rubric (QD2, week 18). IMPORTANT: Attendance at the seminars (SEM) is required in order to be assessed for this evidence.
- Evidence 3: A required exam with a value of 45% of the final grade of the course, which will take place during the second evaluation period of the second semester. Feedback through a tutorial (QD2, week 20).

Qualifications with continuous assessment:

- It is necessary to obtain a minimum score of 4 in the arithmetic mean between Evidence 1 and Evidence 3, for Evidence 2 to be counted in the final weighted mark.
- A minimum score of 5 is required on the final weighted grade to pass the course.
- Only students who have submitted evidence of learning with a weighting of less than 40% will be recorded as "not evaluable".

Make-up test in the case of continuous assessment:

- A recovery test may be held in the case of NOT having passed the continuous assessment, and provided that a total final grade between 2.5 and less than 5 has been obtained.
- This test will consist of an exam of the whole subject. The grade obtained in this exam will be the final grade and will be recorded in the minutes, with a maximum value of 6.5.
- The make-up exam will take place during the period foreseen for make-ups, on the day and time determined by the Faculty.

Regarding plagiarism:

- According to Art 266, point 10 UAB Regulations, in case the student makes any irregularity (copying, plagiarism,...) that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be graded with 0.
- All work submitted will be checked using the Urkund anti-plagiarism programme. If a plagiarism rate of more than 30% is detected, this may be grounds for failing that specific piece of evidence.
- In case of several irregularities in the learning evidences, the final grade of the course will be 0.
- Unreferenced use of artificial intelligence tools will also be considered plagiarism.
- To avoid plagiarism you can consult the following guide:
<https://cv.uab.cat/ajuda/ca/2018/03/16/alumnat-citar-per-a-evitar-el-plagi/>.

Use of AI:

For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches and text proofreading. Students must clearly identify which parts were generated using this technology, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in assessable evidence will be considered academic dishonesty and may result in a partial or total penalty on the activity grade, or more serious sanctions in severe cases.

Translation of exams:

- The delivery of the translation of the face-to-face assessment tests will be done if the requirements established in article 263 are met and the request is made telematically (e-form) in week 4 (more information on the Faculty's website).

Single assessment

The request for a single assessment implies the waiver of continuous assessment, and implies the delivery on a single date of the necessary number of evaluative evidences to accredit and guarantee the achievement of the objectives and learning outcomes established in the subject (Art 265, point 2).

Students who choose the single assessment option waive the right to be assessed continuously and will be assessed on all the contents of the subject in a single assessment event, which will take place on the same day and in the same place as the test of the second assessment period of the subject.

Evidence to be taken by the students:

- There will be 3 evidences, two written exams (Evidence 1 and 3, worth 35% and 45% of the mark, respectively), and a written report with oral feedback on the results of a case (Evidence 2, worth 20% of the mark).
- These evidences will be carried out in a single evaluation event during the second evaluation period of the second four-month period. It will last approximately 5 hours.

Single assessment activities

| Title | Weighting | Duration (Hours) | Date |
|--|-----------|------------------|--------------------------|
| E1: Exam 1 | 35% | 4,5 hours | Second assessment period |
| E2: Report+ oral exposition (Practice sessions) | 45% | | |
| E3: Exam 2 | 20% | | |

Grades with the single assessment:

- It is necessary to obtain a minimum of 5 in the final weighted mark, being a necessary condition that the arithmetic mean between the two written exams is equal to or higher than 4.
- If this criterion is not met, the mark obtained in the report and the oral feedback will not be included in the calculation of the total mark.

Make-up test in the case of a single assessment:

- A make-up test may be taken in the case of NOT having passed the single assessment, and the weighted final mark is more than 3.5 and less than 5.
- This test will consist of an examination of the whole subject. The mark obtained will be recorded in the official course-grade roster ("acta"), with a maximum value of 6.5.
- The reassessment test will take place in the period foreseen, on the day and time determined by the Faculty.

Application for the single assessment:

- The single assessment will be requested telematically (e-form) in the specific period (more information on the Faculty's website).

Translation of exams:

- The delivery of the translation of the face-to-face assessment tests will be carried out if the requirements established in article 263 are met and the request will be made telematically (e-form) in week 4 (more information on the Faculty's website).

Synthesis test

- It is not foreseen that students of 2nd or subsequent registration will be assessed by means of a single non-recoverable synthesis test.

Bibliography

Fernández-Ballesteros, Rocío (Dir). (2011). *Evaluación psicològica. Concepto, métodos y estudio de casos*. Madrid: Pirámide. This book is considered the textbook.

Fernández-Ballesteros, Rocío; Márquez, María Oliva; Vizcarro, Carmen y Zamarrón, María Dolores (2011). *Buenas prácticas y competencias en evaluación psicológica*. Madrid: Pirámide

Forns, Maria (Coord.); Abad, Judit; Amador, Juan Antonio; Kirchner; Teresa i Roig, Francesca: *Avaluació psicològica*. Barcelona: UOC.

Moreno, Carmen (Ed.). (2005). *Evaluación psicológica. Concepto, proceso y aplicación en las áreas del desarrollo y la inteligencia*. Madrid: Sanz y Torres.

Moreno, Carmen i Ramírez, Isabel (Eds.) (2019). *Evaluación psicológica. Proceso, técnicas y aplicaciones en áreas y contextos*. Madrid: Sanz y Torres.

**Specific complementary bibliography will be proposed throughout the course.*

Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| Name | Group | Language | Semester | Turn |
|----------------|-------|-----------------|-----------------|---------------|
| (SEM) Seminars | 111 | Catalan/Spanish | second semester | afternoon |
| (SEM) Seminars | 112 | Catalan/Spanish | second semester | afternoon |
| (SEM) Seminars | 113 | Catalan | second semester | afternoon |
| (SEM) Seminars | 114 | Catalan | second semester | afternoon |
| (SEM) Seminars | 211 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 212 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 213 | Catalan | second semester | morning-mixed |
| (SEM) Seminars | 214 | Catalan/Spanish | second semester | morning-mixed |

| | | | | |
|----------------|-----|-----------------|-----------------|---------------|
| (SEM) Seminars | 311 | Catalan | second semester | morning-mixed |
| (SEM) Seminars | 312 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 313 | Catalan | second semester | morning-mixed |
| (SEM) Seminars | 314 | Catalan | second semester | morning-mixed |
| (SEM) Seminars | 411 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 412 | Catalan | second semester | morning-mixed |
| (SEM) Seminars | 413 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 414 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 511 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 512 | Catalan/Spanish | second semester | morning-mixed |
| (SEM) Seminars | 513 | Catalan/Spanish | second semester | morning-mixed |
| (TE) Theory | 1 | Catalan | second semester | morning-mixed |
| (TE) Theory | 2 | Catalan/Spanish | second semester | morning-mixed |
| (TE) Theory | 3 | Catalan | second semester | morning-mixed |
| (TE) Theory | 4 | Catalan/Spanish | second semester | morning-mixed |
| (TE) Theory | 5 | Catalan/Spanish | second semester | morning-mixed |