

# Psychological Assessment: Techniques and Applications

**Brief description of course content (According to the programme's verification report)**

Objective techniques of psychological assessment, psychometric techniques, techniques to assess cognitive functions, intelligence assessment, personality assessment, clinical assessment, interests assessment, assessment of social interactions.

## **Learning outcomes**

The objectives to be attained in this subject, expressed as expected learning results, are the following:

- To understand the general characteristics of the main techniques of psychological assessment.
- To know how to classify the psychological assessment techniques.
- To know how to apply the main psychological assessment techniques, as well as how to adequately undertake the psychological assessment process.
- To know how to apply, correct, interpret and integrate the results from the main psychological assessment techniques.
- To know how to make a real assessment in each of the different fields of application and write the corresponding assessment report.
- To know how to choose the most suitable psychological assessment techniques in response to a specific request from a person or group of people.
- To know how to correctly write a psychological report according to the data obtained with appropriate psychological techniques, giving a comprehensive response to the person or group, taking into account the reason for their consultation.
- To evaluate the importance of the correct choice of assessment techniques depending on their reliability, validity and usefulness.
- To always meet the deontological standards of the profession when using the psychological assessment techniques.
- To have an up-to-date view of psychological assessment.
- To promote complete respect for the process of psychological assessment in the different fields of application.

## **Planned learning activities**

### **Theory Syllabus**

## **BLOCK I: PSYCHOLOGICAL ASSESSMENT TECHNIQUES**

### **Topic 1. Objective techniques**

Introduction. Psychophysiological assessment. Register and classification of psychophysiological variables. Psychophysiological variables of the somatic system. Psychophysiological variables of the autonomic nervous system. Psychophysiological variables of the central nervous system. Relationship between the different

psychophysiological measures and their relationship with other measures. Reliability and validity. Conclusions.

## **Topic 2. Psychometric techniques**

Introduction. Neuropsychological test. Intelligence test. Personality test. Motivation, values and interests test. Current situation of psychological tests in Spain. Conclusions.

## **Topic 3. Techniques to assess cognitive function**

Introduction. Neuropsychological assessment. Specific neuropsychological assessment tests: Wechsler Memory Scale (WMS-VI), Bender Visual-Motor Gestalt Test, Benton Visual Retention Test, Rey Complex Figure Test and Stroop Colour and Word Test. Neurophysiological batteries: MMSE, SCIP-S, CUMANIN, Luria-Initial, ENFEN, CUMANES, Luria-DNA, Barcelona-2 Test and CAMDEX-R. Conclusions.

## **BLOCK II: APPLICATIONS OF PSYCHOLOGICAL ASSESSMENT**

### **Topic 4. Intelligence assessment**

Introduction. Intelligence Scales: Stanford-Binet Intelligence Scale (5th Edition), Wechsler Scales, Reynolds Intellectual Assessment Scales (RIAS), McCarthy Scales of Children's Abilities (MSCA), Merrill-Palmer-Revised Scales of Development MP-R, Bayley-III Scales of Infant and Toddler Development and Kaufman Brief Intelligence Test (K-BIT). Intelligence tests created from the factorial perspective: tests to evaluate the *g* factor of intelligence and aptitude batteries. Limitations of scale and factorial approaches tests: alternatives. Learning potential assessment. Kaufman Assessment Battery for Children (K-ABC). Psychophysiological intelligence assessment. Conclusions.

### **Topic 5. Personality assessment**

Introduction. Eysenck's questionnaires: EPQ and EPQ-R. Cattell's questionnaires: ESPQ, CPQ, 16PF-APQ and 16 PF-5. Models of the big five personality traits: BFQ and NEO PI-R. Caregiver personality assessment. Emotional intelligence assessment (experiential): CTI and MSCEIT. Cognitive styles assessment: instruments to assess field dependence-independence and instruments to assess impulsivity-reflectivity. Conclusions.

### **Topic 6. Clinical assessment**

Introduction. Structured Clinical Interview of the DSM-5 Disorders (SCID-5-CV). Minnesota Multiphasic Personality Inventory: MMPI-2, MMPI-2-RF and MMPI-A. Personality Assessment Inventory: PAI and PAI-A. Child and Adolescent Assessment System (SENA). Questionnaire on 90 Symptoms (SCL-90-R). Personality disorders assessment: Structured Clinical Interview for DSM-5 Personality Disorders (SCID-5-PD), Millon Clinical Multiaxial Inventory-IV (MCMI-IV), Millon Adolescent Clinical Inventory (MACI) and Inventory of Adjectives for Personality Disorder Assessment (IA-TP). Assessment of specific psychopathological dimensions: Beck Depression Inventory-II (BDI-II), State-Trait Depression Inventory (IDER), State-Trait Anxiety

Inventory (STAI), Anxiety Situations and Responses Inventory (ASRI) and State-Trait Anger Expression Inventory (STAXI-2). Conclusions.

### **Topic 7: Interests assessment**

Introduction. Interests assessment. Kurder Preference Record: Vocational C. Professional Interests and Preferences-Revised (IPP-R). Professional Interests Questionnaire (CIPSA). Vocational and Professional Guidance Questionnaire (EXPLORA). Assessment of values and motivation: Gordon's Survey of Personal Values (SPV), Psychosocial Motivation Scale (MPS) and Gordon's Survey of Interpersonal Values (SIV). Conclusions.

### **Topic 8: Social interaction assessment**

Introduction. General social interaction assessment: Social Skills Scale (EHS), Social Attitudes and Cognitive Strategies (AECS) and Socialisation Battery (BAS 3, Self-assessment). Social interaction assessment in couples: Couple Assertion Questionnaire (ASPA), Sexual Assertiveness Scale (SAS), Dyadic Adjustment Scale (DAS) and the Interpersonal Exchange Model of Sexual Satisfaction Questionnaire (IEMSSQ). Social interaction assessment in the family environment: Parental Socialisation Styles in Adolescence (ESPA29) and Self-assessment Multifactorial Test of Child Adaptation (TAMAI). Social interaction assessment in the school environment: Socialisation Battery (BAS 1 and 2). Conclusions.

## **Practical Syllabus**

The practical syllabus is structured in relation to the theoretical topics. The following practical activities are to be completed:

### **1. Classification and organisation of psychological tests published in Spain**

Students will organise the different psychological tests published in Spain according to the dimensions indicated in the topic (construct to be evaluated, age of application, type of application, etc.).

### **2. Neurophysiological profile**

- In groups M1, M2, T1 and T2, the Barcelona-2 Test will be applied in pairs and a clinical profile created.

- In group M3, instead of the Barcelona test, students will perform a neurophysiological profile as of the class assessment in different cognitive areas, with tests supplied by the teacher.

### **3. Application, attaining RIAS scores and writing the corresponding report**

The Reynolds Intelligence Scales (RIAS) will be applied in pairs, with the objective of attaining the general intelligence, verbal, non-verbal and memory indices and their corresponding confidence intervals and percentiles.

#### **4. Applying, correcting, attaining 16 PF-5 (or SCL-90-R) profile and writing the corresponding report**

- In groups M1, M2, T1 and T2, a self-assessment (or heteroapplication) of the Personality Factor Questionnaire (16 PF-5) in order to attain a profile on this and preparing the corresponding report.

- In the M3 group, the 16-PF-5 will be replaced with the SCL-90-R which students will answer in class and they will deliver a report on this.

#### **5. Applying, correcting, attaining PAI profile and writing the corresponding report**

Self-application (or heteroapplication) of the Personality Assessment Inventory (PAI), with the objective of obtaining its profile and preparing the corresponding report.

#### **6. Vocational guidance**

Students will apply the Revised Professional Interests and Preferences Inventory (IPP-R) with the objective of obtaining a profile of their vocational interests. The corresponding report will be written in T1 and T2. In the other groups, a self vocational guidance test will be completed together with the aptitude profile previously obtained in the EFAL.

#### **7. Relationships/ Subjective techniques/ Clinical assessment**

- In groups M1 and M2, students will apply the Couple Assertion Questionnaire (ASPA), the Sexual Assertiveness Scale (SAS) and the Interpersonal Exchange Model of Sexual Satisfaction (IEMSSQ) on someone who has been in a relationship for at least six months, with the aim of preparing a report about their relationship with their partner.

- In the M3 group, students will answer 3 subjective assessment techniques and prepare a report from these techniques.

- In groups T1 and T2, students will undergo a structured diagnostic interview ([*Anxiety and Related Disorders Interview Schedule for DSM-5 [ADIS-5L]. Lifetime Version*; Brown and Barlow, 2014]) and a self-report measure (“Social anxiety questionnaire for adults” [CASO; Caballo et al., 2010]), in order to integrate the information obtained from different sources of assessment and to prepare a clinical report on a existing psychological problem.