



Universitat de Lleida

DEGREE CURRICULUM
**INSTRUMENTS FOR PSYCHO-
EDUCATIONAL ASSESSMENT**

Coordination: HUGUET CANALIS, ANGEL

Academic year 2023-24

INSTRUMENTS FOR PSYCHO-EDUCATIONAL ASSESSMENT 2023-24

Subject's general information

Subject name	INSTRUMENTS FOR PSYCHO-EDUCATIONAL ASSESSMENT			
Code	102927			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	HUGUET CANALIS, ANGEL			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Important information on data processing	Consult this link for more information.			

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2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARGILES FIGUEROLA, MARTA	marta.argiles@udl.cat	4	
HUGUET CANALIS, ANGEL	angel.huguet@udl.cat	2	

Learning objectives

- To deepen on the process of diagnosis and psycho-pedagogical assessment.
- To acquire broad knowledge and mastery of some of the most used instruments and techniques for diagnosing difficulties and disorders.
- To select and use indicators and techniques for psycho-pedagogical assessment.
- To know tools and resources for psycho-pedagogical assessment specifically in the fields of intelligence and language.
- To understand the educational diagnosis as an integral part of the psycho-pedagogical intervention, in general, and all at the service of the general objectives of the school as an institution.
- To analyze in a contextual and interpersonal way the "case-problem", emphasizing its interactive nature, and avoiding an atomized and partial vision of it.
- To assess the need for collaboration between teachers / family / other institutions / educational psychologist, and their involvement in the diagnostic process, thus favoring actions that benefit the whole educational institution.
- To deepen the mastery of some of the fundamental instruments in educational psychology assessment.
- To know certain techniques and instruments of exploration, as well as knowing how to synthesize and interpret the data provided.
- Apply the experiences derived from the analysis of practical cases of educational psychology assessment.

Competences

Basic skills:

CB3 Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.

CB4 Ability to convey information, ideas, problems and solutions to both specialized and non-specialized audiences).

General Competencies:

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG5 Demonstrate critical thinking skills to make relevant decisions.

CG8 Identify and evaluate own competencies, skills and knowledge according to the standards of the profession.

CG9 Recognizing diversity and difference as a structural element of the human being, while recognizing, understanding and respecting the cultural complexity of today's society.

Specific Competences:

SG1 Identifying and analysing the characteristics and needs of individuals, groups and organisations, as well as the relevant contexts for the service being requested.

CE2 Planning the evaluation of programs and/or psychological interventions, selecting the appropriate indicators and techniques.

CE3 Apply the techniques for collecting information, obtaining relevant data for the evaluation of programs and/or psychological interventions.

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CE4 Analyzing and interpreting the results of psychological evaluation.

CE5 Design and apply a psychological intervention strategy/plan, depending on the contexts or services demanded.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its code of ethics and deontology, in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, taking into account the different contexts of professional relations.

CE8 To prepare technical reports, both oral and written, on the results of the evaluation process, of the research or of the services demanded, respecting the ethical commitment that the dissemination of psychological knowledge requires.

CE9 To use the different documentary sources in psychology, to show a mastery of the necessary strategies to access the information and to assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.

CE11 Make critical decisions on the choice, application and interpretation of the results derived from the different psychological research methods.

CE12 To disseminate the knowledge derived from theoretical reviews and from the results of psychological research.

Transversal competences:

TC1 Acquire adequate oral and written comprehension and expression of Catalan and Spanish.

TC4 To acquire basic knowledge of entrepreneurship and professional environments

Subject contents

(It is recommended to have approved the course "Diagnosis in education")

BLOCK I: EDUCATIONAL DIGANOSIS AND LANGUAGE ASSESSMENT

Topic 1: The diagnosis process in education and language issues

- 1.1. General perspective: information from different techniques / instruments (interviews, observations, etc.)
- 1.2. Standardized tests and language issues: usefulness of Wechsler's scale use
 - 1.2.1. Retrospective: Wechsler scales in the framework of individual application intelligence tests.
 - 1.2.2. The Wechsler Intelligence Scale for Children. Application, correction and interpretation.
 - 1.2.3. Case studies: WISC-IV and WISC-V
 - 1.2.4. Wechsler Nonverbal Scale of Ability (WNV)

BLOCK II: THE ACQUISITION AND LANGUAGE DIFFICULTIES ASSESSMENT

Topic 2: Acquisition of oral language

- 2.1. Theoretical perspectives
- 2.2. The pre-linguistic stage
- 2.3. Phonological, lexical and semantic development, morphology and syntax
- 2.4. Development of pragmatics and discourse

Topic 3: Algorithm in the detection, referral and intervention of oral language difficulties.

Topic 4: Language assessment

4.1. Warning signs and early detection

4.2. Standardized tests and detection instruments: PLON-R, CLC detection table, ELPI, ITPA, CELF-5

4.3. Oral language to the TDL

4.4. Written language to the TDL

4.5. Language assessment and intervention in the following areas:

4.5.1. Understanding

4.5.2. Phonetics and phonology

4.5.3. Lexicon and semantics

4.5.4. Morphosyntax

4.5.5. Narrative speech

4.5. Case studies and re-education

Topic 5: Reading acquisition and its difficulties

5.1. Reading acquisition

5.2. Detection, referral and intervention of reading acquisition difficulties

5.3. Standardized tests and detection instruments: PROLEC-R, TLK, PRODISCAT, PROLEC- SE-R, TALEC

5.4. Reading acquisition disorder (dyslexia) and methods of re-education

5.5. Case studies and re-education

Topic 6: Calculus acquisition and its difficulties

6.1. Calculus acquisition

6.2. Detection, referral and intervention of acquisition difficulties

6.3. Standardized tests and detection tools: TEDI - MATH, Topic 3

6.4. Dyscalculia and re-education methods

6.5. Practical cases and re-education

Methodology

In general, professor's presentations will be combined with practical activities carried out within small groups, always encouraging the active participation of the students.

Given that the syllabus is quite dense, and that the teaching hours are limited, specific readings will be recommended throughout the course in order to go deeper into certain contents.

Development plan

BLOCK I - It develops during the first 4 weeks

BLOCK II - It takes place from week 5 to week 15

Evaluation

The course has the same evaluation pattern for both Block I and Block II.

Block I has a total weight of 33% of the grade and Block II 67% of it.

In order to facilitate the understanding of the scores obtained by the students, each block will be scored on a scale of 10 points. These 10 points are divided into two parts with a value of 5 points each:

- Case studies and participation in classroom activities: 5 points.
- Written test: 5 points.

Specifications:

- The second-chance exam is restricted to the written examination.
- Oral and written expression will be taken into consideration.

Requirements to pass the course:

- Pass by separate each one of the evaluation elements with a minimum of 50% of its value, each block separately.
- Minimum attendance of 80% in the different class sessions. This implies the student cannot miss more than 2 sessions during Block I and more than 4 sessions during Block II.

Students with alternative evaluation

Students who have been granted the alternative evaluation must perform the same exams as the rest of the students and with the same percentage values. The course has a very high practical component. Therefore, they will have to solve practical cases and carry out the corresponding written exams.

Bibliography

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