### Course title
**Psychological Assessment Lecture**

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<tr>
<th><strong>Instructor’s name</strong></th>
<th>Anna Gabińska, Ph.D.</th>
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<tbody>
<tr>
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<td><strong>Affiliation</strong></td>
<td>Department of Positive Psychology, Institute of Clinical Psychology, Faculty of Psychology, University of Social Sciences and Humanities, Warsaw (SWPS).</td>
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<td><strong>Course format</strong></td>
<td>Lecture</td>
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<tr>
<td><strong>Number of hours</strong></td>
<td>30</td>
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<tr>
<td><strong>Number of ECTS credits</strong></td>
<td>4 ECTS</td>
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### Brief course description
The course provides basic knowledge about the psychological assessment domain. It covers main issues, current models and controversies of the contemporary psychological assessment as well as presents strategies of psychological assessment conducted in various contexts.

### Full course description
As an introductory course on psychological assessment, the lecture will focus on the theoretical foundations of contemporary psychological assessment, covering its basic goals, principles, strategies, methods and controversies, and will provide an overview of key areas in diverse contexts of application: clinical, forensic, business and educational. An integrative, “scientist-practitioner” model will be emphasized. Professional competences of a psychologist-diagnostician will be discussed – from theoretical and methodological knowledge through technical skills to “soft” competencies such as relational, communicational and cultural competence. The lecture is based on European models of assessment, mainly GAP and a model of psychological competences by Robert Roe, both approved by EFPA (European Federation of Psychologists' Associations).

The course is meant to provide a basic understanding of current and also to some degree historical psychological assessment practices and increase students’ relevant research, and critical thinking skills. Particular attention will be put on presenting empirically grounded approaches and a classical controversy of clinical vs. mechanical (actuarial) prediction and diagnostic judgment. An important part of the lecture is to promote a critical approach to diagnostic methods and a reflection on the conditions of their use, including potentials and limitations of the employment of different methods such as interviews, particular questionnaires and projective tests. The course introduces students to selected assessment measures – those, which are the most commonly used and are of the utmost importance in the psychological assessment domain.

### Learning outcomes
**Knowledge:**
- student knows models of psychological assessment in different areas
of psychological work;

- student understands diagnostic investigation as a process of decision-making (creating and testing hypotheses) and understands how different cognitive and emotional phenomena influence this process;
- student knows the methodological and ethical standards of using assessment tools, both qualitative (interview, projective tests) and quantitative (tests and questionnaires);
- student knows and understands the meaning of professional psychological competencies.

Values:

- student is aware of the different socio-cultural contexts of maintaining the process of psychological assessment and the impact of final diagnosis on the participants wellbeing;
- student understands the social role of diagnostician and its implications.

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<tr>
<th>Learning activities and teaching methods</th>
<th>Lecture combined with discussions between the lecturer and students. Reading assigned literature.</th>
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<tbody>
<tr>
<td>List of topics/classes</td>
<td>Lecture 1: Course Overview &amp; Introduction. Psychological assessment as a professional competence. The structure of assessment process.</td>
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**Obligatory literature:**


**Additional literature:**


**Lecture 2: Psychological assessment as a scientific investigation.**


**Obligatory literature:**


**Additional literature:**

**Lecture 3: Assessment methods 1: Interview.**

**Obligatory literature:**

**Additional literature:**

**Lecture 4: Assessment methods 2: Observation**

**Obligatory literature:**

**Lecture 5: “Soft” skills of diagnostician 1.**

**Obligatory literature:**
Consent, Interviewing as a Relationship).

Additional literature:

**Lecture 6: “Soft” skills of diagnostician 2. Communicational competence.**

Obligatory literature:


Additional literature:

**Lecture 7: Assessment methods 3: Questionnaires.**

Obligatory literature:

Additional literature:

**Lecture 8: Assessment methods 4: Projective techniques.**

Obligatory literature:

Apperception Test).

Additional literature:

**Lecture 9: Assessment strategies in diverse contexts.**

Obligatory literature:


**Lecture 10: Termination of diagnostic process: case conceptualization, report writing, delivering feedback.**

Obligatory literature:

Additional literature:

**Exam session: Final exam.**

| Assessment methods and criteria | The course ends with a final exam. The exam will be in the multiple choice format and the questions will cover the material from lectures and the assigned obligatory literature. There will be 40 questions, each worth 1 point. Grades are based on the individual scores in the exam. Positively evaluated, active participation during the lectures (that is preparation - reading assigned literature on time, answering lecturer’s questions, critical thinking, participation in group discussions) will be rewarded with up to three bonus points, which will be added to the points scored on the exam. |
| Attendance rules | Students are expected to attend the lecture regularly and come on time. Two unexcused absences are possible. Exceeding this limit results in failing the course. In specific cases in which a student could not attend lectures due to some |
**Prerequisites**

Students should have a basic knowledge on personality theories and methodological methods of research.

**Academic honesty**

Students must respect the principles of academic integrity. Cheating and plagiarism (including copying work from other students, internet or other sources) are serious violations that are punishable and instructors are required to report all cases to the administration.

**Basket**

None (obligatory course)

**Remarks**