**Theme 1. Specificities for evaluation and**  **diagnosis in adults in the healthcare setting** All psychological diagnosis and evaluation must be framed in:

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|  | Specific spatial-temporal and interactive dimensions.  Pursuing specific conceptually-defined goals: this conceptualization ultimately becomes a consensus between therapist and patient. |

Other types of difficulties will have to be re-evaluated. If the new problems are not related, we must do another evaluation.

The origins of a problem are important, but we can only work in the present moment.

¿What is EVALUATE? to value and measure.

Evaluating has a purpose, it leads us to something, which is to understand and know how something works.It is important to evaluate in order to predict and know how someone would behave in a situation. Evaluation is a process composed of successive and interrelated phases.

**Evaluation and diagnosis as part of the intervention in General Healthcare Psychology Sanitary**   
Evaluation and diagnosis are not the same thing!

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| Evaluation | Diagnosis |
| It is a procedure through which we gather information about the patient through different techniques, in order to assess their symptoms, functioning, andabilities.  Based on the evaluation, decisions will be made about the type, sequence, and objectives of the treatment plan; and, later on, the evaluation techniques will be responsible for assessing the changes produced during the intervention. | It aims to categorize a disease based on the different symptoms presented by the  patient.  It allows us to identify what the problem is,Starting from concrete observations and data. |

\*Watch the video on functional behavior analysis.

Even though they are distinct, diagnosis and evaluation always go together, since, to perform the former, one must carry out a good evaluation. Moreover, this will facilitate decision-making for the intervention.

**Important:** A good psychological evaluation represents 80% of the therapy.

Reason for consultation:

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|  | It should be remembered that the reason for consultation is never the problem.  Patients come with a clear motive (symptoms, difficulties, problems, mood, etc.) It's not always the problem that needs to be addressed.  Hence the need for a **thorough evaluation.** |

The majority of success in achieving therapy goals depends on collaboration during the evaluation between the psychologist and the patient/client.

How many problems does someone who comes to therapy have at least? Their problem + telling it to me. Telling something to a stranger is already a problem.

**Psychological evaluation process**

The evaluation and diagnostic process reproduces (and must reproduce):

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|  | Relationship models  Intervention strategies  Overall response styles |

What will always be the object of our analysis.

The professional must:

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|  | **Being useful:**Help the patient/client think, use their own possibilities and autonomy. **Understand:** it's not just important to know and gather data about the patient, it's essential to understand what the patient says.  **Be tolerant:** it's not possible to be a therapist without being tolerant.  **Value the patient/client:** there are patients who come to the consultation without having "been seen before", it's our duty as professionals to "see them" and value them as people. |

La evaluación psicológica es el proceso que sirve para recoger, valorar e interpretar la información necesaria a fin de poder tomar decisiones que contribuyan a solucionar los problemas que afectan al paciente/cliente.

Fases de la evaluación: el orden reflejado de las fases se muestra secuencialmente según se entiende que avanza el proceso de evaluación. No obstante, es un proceso flexible.

1. Recogida de información; especificación de la demanda del problema. 2. Formulación de hipótesis inicial.

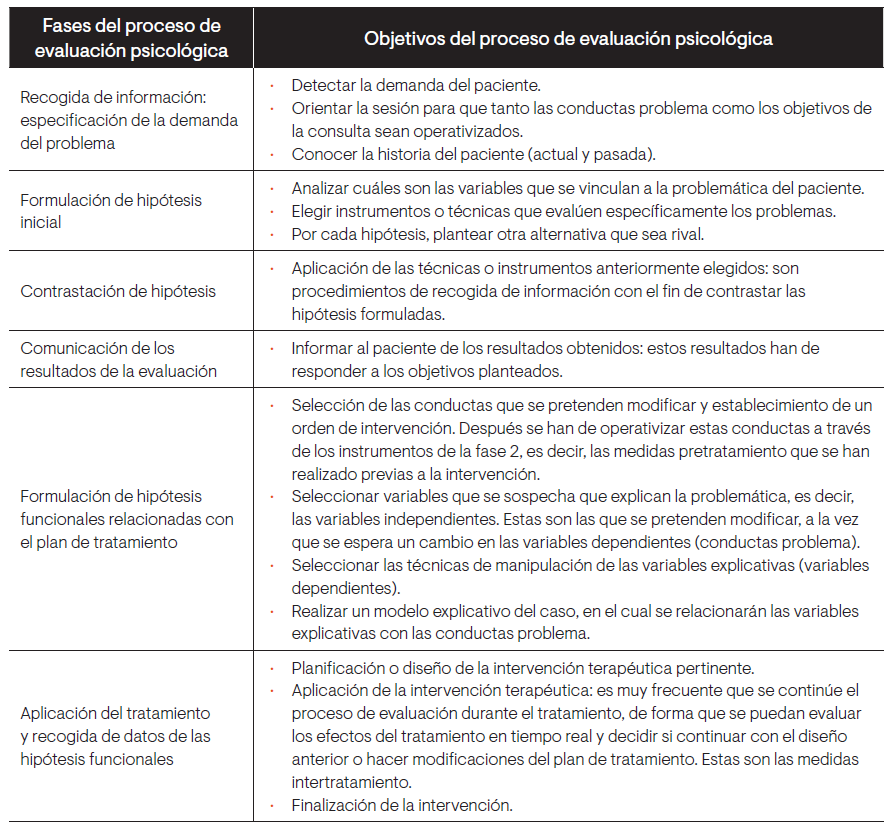
3. Contrastación de hipótesis.

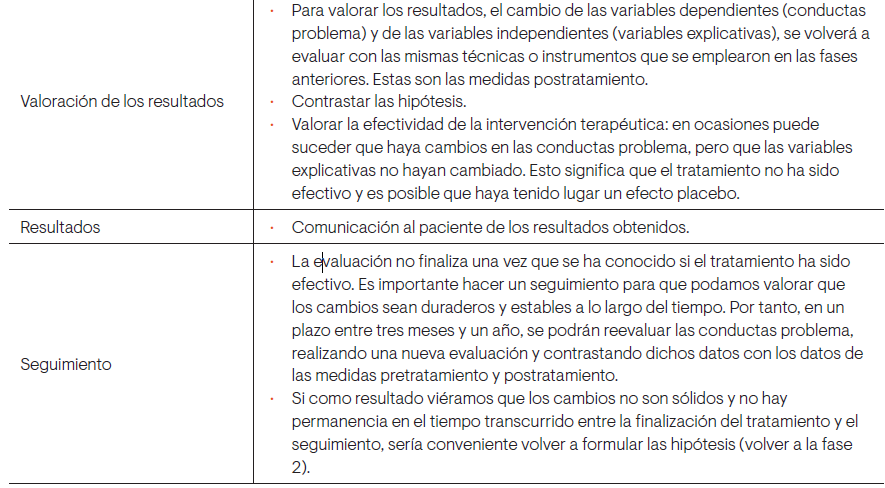
4. Comunicación de los resultados de la evaluación.

5. Formulation of functional hypotheses related to the treatment plan.

6. Application of treatment and collection of functional hypothesis data. 7. Evaluation of results.

8. Results (communicate to patient)   
9. Follow-up: some patients require follow-up.





In summary:

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|  | The evaluation is a process composed of successive and interconnected phases.It is a human relationship.  It usually involves a diagnosis.  It is subdivided into sequential phases, but it is a flexible process. |