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The contribution of psychological tests to psychodiagnosis: an integrative literature review.

The contribution of psychological tests in psychodiagnostics: an integrative literature review
The contribution of psychological tests to psychodiagnosis: an integrative review of the literature

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Summary

Psychological assessment is an exclusive function of psychologists and represents one of the fundamental pillars of professional practice, being widely used in clinical, organizational, educational, and legal contexts. Within this context, psychological tests play a crucial role.
central as technical-scientific instruments that underpin the psychodiagnostic process, contributing to the understanding of human psychic functioning and to decision-making.
based on evidence. The present study aimed to analyze, through an integrative review of
literature, the contribution of psychological tests in the psychodiagnostic process, in order to
To understand their main functions, applications, and limitations in the professional practice of psychologists. The study followed the six steps proposed by Mendes, Silveira, and Galvão (2008), with searches in the SciELO, PubMed/MEDLINE, PsycINFO, LILACS, and Google Scholar databases, using descriptors in Portuguese and English, with a time frame from 2021 to 2025. After applying the inclusion and exclusion criteria, 10 studies were selected to compose the final sample. The results showed that psychological tests are fundamental resources in psychodiagnosis, provided they are used with technical, ethical, and scientific rigor, integrated into a process.

A broader evaluative approach. The analysis identified significant advances in the qualification of instruments and in the consolidation of the Psychological Tests Evaluation System (SATEPSI), as well as persistent challenges, such as insufficient professional training, inappropriate use of instruments, and...
Barriers to access to psychological assessment. It was concluded that the contribution of psychological tests
It is directly conditioned by the technical and ethical competence of the professional who uses them, which reinforces the need for continuing education and assessment practices based on scientific evidence.

Keywords: psychological assessment; psychological tests; psychodiagnosis; SATEPSI; professional training.

Abstract

Psychological assessment is an exclusive function of psychologists and represents one of the fundamental pillars of professional practice, being widely used in clinical, organizational,

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educational, and legal contexts.Within this practice, psychological tests play a central role as technical-scientific instruments that support the psychodiagnostic process, contributing to the understanding of human psychological functioning and evidence-based decision-making. This study aimed to analyze, through an integrative literature review, the contribution of psychological tests in the psychodiagnostic process, seeking to understand their main functions, applications, and limitations in
the psychologist's professional practice. The study followed the six steps proposed by Mendes, Silveira, and Galvão (2008), with searches conducted in the SciELO, PubMed/MEDLINE, PsycINFO, LILACS, and Google Scholar databases, using descriptors in Portuguese and English, and
a time frame from 2021 to 2025. After applying the inclusion and exclusion criteria, 10 studies were selected to compose the final sample. The results showed that psychological tests are fundamental resources in psychodiagnosis, provided they are used with technical, ethical, and scientific rigor, integrated into a broader assessment process. The analysis identified significant advances in instrument qualification and the consolidation of the Psychological Test Evaluation System (SATEPSI), as well as persistent challenges, including insufficient professional training, inadequate
use of instruments, and barriers to access to psychological assessment. It is concluded that the contribution of psychological tests is directly conditioned by the technical and ethical competence of the professional who uses them, reinforcing the need for continuing education and assessment practices grounded in scientific evidence.

Keywords: psychological assessment; psychological tests; psychodiagnosis; SATEPSI; professional training.

Summary

Psychological assessment constitutes a private function of the psychologist and represents one of the fundamental pillars of professional practice; Furthermore, it is widely used in clinical, organizational, educational and legal contexts. In this universe, psychological tests assume a central role as technical-scientific instruments that support the psychodiagnostic process, contributing to the understanding of human psychic functioning and taking
decisions based on evidence. The present study aims to analyze, through an integrative review of the literature, the contribution of psychological tests to the psychodiagnostic process, with the aim of understanding its main functions, applications and limitations in
the professional practice of the psychologist. The conduct of the study followed the six stages proposed by Mendes, Silveira and Galvão (2008), with searches in the SciELO, PubMed/MEDLINE, PsycINFO, LILACS and Google Scholar databases, using descriptors in Portuguese and English and a time frame from 2021 to 2025. After applying the criteria of inclusion and exclusion, 10 studies were selected to integrate the final sample. The results showed that psychological tests constitute fundamental resources in psychodiagnosis, whenever they are used with technical, ethical and scientific rigor and are integrated into a broader evaluative process. The analysis identified significant advances in the qualification of instruments and in the consolidation of the Psychological Testing Assessment System (SATEPSI), as well as persistent challenges in insufficient professional training, inadequate use of instruments and barriers to accessing psychological assessment. It is concluded that the contribution of psychological tests is directly conditioned by the technical and ethical competence of the professional who uses them, which refutes the need for continued training and evaluative practices based on scientific evidence.

Keywords: psychological evaluation; psychological tests; psychodiagnosis; SATEPSI; professional training.

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1. Introduction

Psychological assessment occupies a strategic and irreplaceable position in professional practice.
from the psychologist, configuring itself as a rigorous technical-scientific process through which it is
It is possible to understand the functioning of the human psyche in its multiple dimensions.
Widely used in clinical, organizational, educational, and legal contexts, it
It represents not only a research tool, but also an ethical instrument of support.
to evidence-based decision-making. In Brazil, its regulation is the responsibility of
of the Federal Council of Psychology, which, through Resolution CFP No. 31/2022 and the System of
The Psychological Test Evaluation System (SATEPSI), created in 2003, establishes technical criteria.
Minimum scientific standards for the approval and professional use of psychological instruments in the country. One
A recent survey identified 165 instruments with a favorable opinion in SATEPSI in January.
by 2025, with the most evaluated constructs being intelligence (20.61%), personality (16.97%) and
attention (16.76%), which highlights both the significant diversity of the available arsenal and the
inherent complexity in the careful selection of these resources in the practice of psychodiagnosis (Cordeiro
et al., 2025; Sá *et* al., 2025).

Psychodiagnosis, understood as a systematic process of investigation and
assessment of an individual's psychological functioning, with the aim of guiding interventions.
clinical or decision-making in other areas of practice (Cunha, 2003), is not limited to the isolated application of
Instruments. Psychological tests are part of a broader process that involves interviews,
observations and contextual analysis of the subject. However, the literature indicates that, despite its use
Despite its widespread use, challenges persist regarding the appropriate selection of instruments and their interpretation.
of the results and the technical training of professionals (Noronha *et* al., 2002; Hutz and Bandeira, 2003).
Furthermore, the diversity of tests with different purposes, such as intelligence assessment,
Personality, attention span, and executive functions can create difficulties regarding applicability and...
Effectiveness in specific contexts demands in-depth technical knowledge from the psychologist.
for ethical and scientifically grounded action (Urbina, 2007).

Given this scenario, a gap is identified in the systematization of knowledge about
The role and contribution of psychological tests in psychodiagnosis, especially regarding
A comprehensive understanding of their functions, potential, and limitations in professional practice. Studies
as Noronha and Vendramini (2003) and Primi (2010) indicate, although scientific production
Although research on psychological assessment has grown considerably in Brazil in recent years, it still...
There is a need for studies that organize and critically analyze this knowledge in a way that...
articulated. This gap reinforces the relevance of literature reviews that offer a comprehensive overview.

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comprehensive and integrated on the subject, especially when based on scientific research.
recent studies, capable of reflecting the current state of knowledge in the field. In this sense, the following emerges...
The following guiding question: what are the contributions of psychological tests to the process of
Psychodiagnosis in light of scientific literature?

Thus, the general objective of this study is to analyze, through a review...
Integrative literature review: the contribution of psychological tests to the psychodiagnostic process.
seeking to understand its main functions, applications, and limitations in professional practice of
psychologist, based on scientific publications from the last five years, in order to guarantee
The timeliness and relevance of the findings presented.

2. Methodology

2.1 Type of study

This study is characterized as an integrative literature review. This method
It allows for the synthesis and critical analysis of multiple published research papers, enabling the achievement of...
comprehensive conclusions on a given topic from different methodological approaches
(Mendes; Silveira; Galvão, 2008). The integrative review is distinguished by incorporating both studies
both theoretical and empirical, contributing to the construction of a consistent overview of
available knowledge and for identifying gaps that require further investigation.

2.2 Research Stages

To conduct the study, the six steps proposed by Mendes, Silveira and
Galvão (2008):

(1) identifying the topic and developing the guiding question;
(2) establishing inclusion and exclusion criteria;
(3) identification of pre-selected and selected studies;
(4) categorization of included studies;
(5) analysis and interpretation of the results;
(6) Presentation of the integrative review.

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2.3 Guiding Question

The guiding question of the research was: what are the contributions of psychological tests to the The psychodiagnostic process in light of scientific literature?

2.4 Search strategy

Data collection was carried out between January and February 2025, through searches in The following databases and scientific research platforms: Scientific Electronic Library Online (SciELO), PubMed/MEDLINE, PsycINFO, Latin American and Caribbean Literature in Sciences The search terms used were: LILACS (Latin American Health Organization), Google Scholar, and Google Ads. selected based on the Health Sciences Descriptors (DeCS) and the Medical Subject Headings. MeSH headings, in Portuguese and English, namely: "testes psicos," "psicodiagnóstico," "psychological assessment", "psychological tests", "psychodiagnosis" and "psychological assessment", combined using the Boolean operators AND and OR.

2.5 Inclusion and exclusion criteria

The following inclusion criteria were adopted: original and review scientific articles. Published in Portuguese, English, or Spanish, available in full and free of charge in the databases of data consulted, published in the last five years (2021–2025), that addressed directly addresses the topic of psychological testing in the context of psychodiagnosis.

The following were established as exclusion criteria: duplicate publications across databases, theses, dissertations, monographs, editorials, letters to the editor, book chapters and studies that, although They mentioned psychological tests, but did not present a direct relationship with the process of Psychodiagnosis.

2.6 Study selection process

The initial search resulted in the identification of 312 studies in the consulted databases. After After removing duplicates, 241 unique records were submitted for screening by title and summary. In this phase, 198 studies were excluded for not meeting the established criteria, either because they were... outside the time frame, because they do not directly address the topic of psychodiagnosis, because they because they fall into the exclusion categories (theses, editorials, letters to the editor) or because they are in languages

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not covered by the criteria. The remaining 43 articles were read in full for verification of eligibility, resulting in a final sample of 10 studies included in the analysis. The process of The selection is detailed in Figure 1, developed based on the PRISMA model (Page *et al.,* 2021).

Figure 1 Flowchart of the study selection process (PRISMA model)

Records identified in the databases (SciELO, PubMed/MEDLINE, PsycINFO, LILACS, Google Academic) n = 312	
After removing duplicates, n = 241	
Screening by title and abstract n = 241	Excluded by title/abstract n = 198 (outside the scope of the thematic area, language or period)
Articles read in full: n = 43	Excluded after full reading n = 33 (did not directly address psychodiagnosis; theses, dissertations, editorials)
Studies included in the review n = 10	

Source: Prepared by the authors (2026), adapted from Page *et al.* (2021).

2.7 Data extraction and analysis

The data extracted from the selected studies were organized into a synthesis matrix. which includes: authorship, year of publication, country, objective, methodology and main findings, what This allows for thematic categorization and critical analysis of the results (Table 1). Data analysis The analysis was conducted using thematic analysis, which allowed for the identification of patterns, convergences, and... gaps in the selected studies, contributing to a deeper understanding of the role of Psychological tests in the psychodiagnostic process.

3 Theoretical Framework

3.1 Psychological assessment: concept, regulation and current scenario in Brazil

Psychological assessment consists of a structured process of investigating phenomena. psychological tools, comprised of scientific methods, techniques, and instruments, aimed at providing information for decision-making at the individual, group or institutional level, and prepared to based on specific demands, as stipulated in CFP Resolution No. 31/2022 (Federal Council).

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Psychology, 2022). As an exclusive function of the Psychology professional, defined by law.
Regarding the regulation of the profession, the area has shown significant progress, evidenced by...
increased scientific production, through the creation of regulations and resolutions, through the expansion of
construction and use of psychological instruments and the formalization of SATEPSI (Sá *et* al., 2025).

In the international context, the development of psychological tests, associated with the creation
Experimental laboratories were fundamental to the consolidation of psychology as a science.
Initially, tests were used as central, and sometimes exclusive, instruments in decision-making.
professional decision-making. In Brazil, this perspective was reproduced by the predominance of approaches
quantitative. However, as evidenced by recent studies, criticisms related to
The trivialization of the use of tests and the inadequacy of some instruments have fueled the strengthening
from investigations into its psychometric qualities, promoting greater scientific rigor in the field.
(Peixoto *et* al., 2024).

Oliveira and Faiad (2021) reinforce this perspective by highlighting that psychological assessment is
one of the areas that has advanced and improved the most in Brazilian psychology, constituting a
a process that presupposes its existence in different contexts of professional activity. In this sense,
The Research Working Group on Psychological Assessment of ANPEPP has played a role.
a fundamental role in consolidating the area within the national territory, in defense of diversity in
psychological assessment and the need for qualifications to perform it.

3.2 SATEPSI and the regulation of psychological tests

Created in 2003 by the Federal Council of Psychology, SATEPSI aims to...
to ensure the technical and scientific quality of psychological tests used in the country, establishing
rigorous criteria for its evaluation and regulation, in accordance with CFP Resolution No.
31/2022. Recent literature shows that the system has contributed significantly to the
The improvement of Brazilian psychological instruments, by encouraging scientific production and the
development of tests with better psychometric parameters (Peixoto *et* al., 2024). Among its
Among the contributions, the following stand out: encouraging the supply of qualified instruments and promoting good practices.
Practices in psychological assessment and actions aimed at preventing the inappropriate use of tests by
unqualified people. In addition, the system plays a relevant educational role in
To raise awareness in society about the importance of the ethical and technical use of these instruments.

Analysis of the selected studies indicates that the absence of adequate regulation may
to represent significant risks, such as misuse of instruments and misinterpretation.
of psychological data. In this sense, regulation contributes to ensuring the quality of

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professional practice and to protect individuals against potential harm arising from
Inadequate assessments (Zanini *et* al., 2021). Bandeira, Andrade and Peixoto (2021) reinforce that the
Restricting use to duly qualified professionals is an indispensable condition for the
maintaining evaluative quality, with continuing education identified as the main factor in
Protection against the risk of misuse.

3.3 Psychodiagnosis: concept, objectives and current perspectives

Psychodiagnosis represents an evolution in relation to traditional practices of
Psychometrics, by incorporating a clinical perspective that values not only objective data, but also...
also subjective and relational aspects of the individual. Unlike the person-centered approach
While contemporary psychodiagnostics does not rely solely on tests, it integrates multiple sources of information.
including interviews, observations and analysis of the clinical history, with the aim of achieving a
A comprehensive understanding of psychological functioning.

The studies analyzed indicate that the objectives of psychodiagnosis include classification.
Simply put, differential diagnosis, dynamic understanding, prognosis, classification
Nosological and comprehensive assessment. There is a current trend towards valuing assessment.
comprehensive, which allows for a deeper analysis of personality and behavior,
overcoming the reductionist view of assessment as mere psychological testing (Sá *et al.,* 2025). In
In the clinical field, psychoanalytic psychodiagnosis stands out as a relevant approach.
based on the contributions of authors such as Bleger, Winnicott, Ocampo and Arzeno, who propose
An integration between theory and clinical practice, emphasizing the understanding of the subject in their...
singularity (Tardivo *et* al., 2022).

Furthermore, recent scientific literature emphasizes that the use of psychological tests in
Psychodiagnosis requires solid technical training and in-depth knowledge of the instruments.
The proper use of these tests must be based on rigorous scientific criteria, including
Validity, accuracy, and standardization are essential, making it crucial for the professional to be qualified to...
its application, correction and interpretation (Borsa; Damásio; Bandeira, 2012).

3.4 Contributions and limitations of psychological tests in the practice of psychodiagnosis

The application, scoring, and interpretation of psychological tests must strictly follow...
The guidelines established in the technical manuals approved by SATEPSI. The literature highlights
that any alteration to standardized procedures may compromise the validity of

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results and generate misinterpretations, even constituting an ethical violation (Xavier *et* al., (2025). The studies analyzed show that, despite advances in the field, challenges still persist. related to insufficient professional training and the inappropriate use of psychological instruments, difficulties that can compromise the quality of the psychodiagnostic process and reinforce the The need for continuous training of professionals.

Another relevant aspect concerns the barriers to accessing psychological assessment. especially among low-income populations, due to the cost and complexity of the process. evaluative. This limitation highlights the need for public policies that expand access to quality psychological services (Sá *et* al., 2025). Additionally, misconceptions persist Misconceptions in society, such as the idea that psychological assessment is limited to the application of tests, or that these instruments have an exclusively classificatory or stigmatizing character. Such Perceptions contribute to the distancing of professionals and researchers from the field, making it more difficult. scientific advancement and the increased value placed on psychological assessment (Peixoto *et* al., 2024).

Thus, it becomes evident that psychological tests play a fundamental role. in the psychodiagnostic process, provided that they are used in an ethical, technical and contextualized. Their contribution is directly related to the professional's competence in Integrate them with other assessment strategies, promoting a broad and well-founded understanding. of the individual.

4 Results

4.1 Characterization of the selected studies

After applying the inclusion and exclusion criteria to the consulted databases, the following were determined: Ten studies were selected to comprise the final sample for this integrative review. The studies were... Published between 2021 and 2025, all in Portuguese, indexed in the PePSIC and SciELO databases. Table 1 presents a summary of the included studies.

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Table 1. Summary of studies included in the integrative review

Author Year		Country, Target, Methodology, Main Findings		
Alencar, Calf and Aguiar	2021	Brazil: Reporting on the experience of psychological assessment in a CRAS (Social Assistance Reference Center), with integration between the interview and the SATEPSI application.	Experience report; qualitative approach; five sessions in a context of public policy.	The combined use of semi-structured interviews, testing, and feedback resulted in symptom improvement; the psychodiagnostic assessment demonstrated both an evaluative and interventional character.
Flag, Andrade and Peixoto	2021	Brazil: Analyzing the use of tests psychological factors and the criteria that guide the restriction of their I use qualified professionals.	A theoretical-reflective study on training, assessment and Regulation of psychological instruments.	Restricting the use of the assessment to qualified psychologists is a fundamental condition for its quality; continuing education is identified as a protective factor.
Cross and Schultz	2021	Brazil Investigate training in assessment psychological in teaching clinics and their relationship with the competence technique of psychologists.	Documentary research and bibliographic about resumes and workload supervised in teaching clinics.	Proper training requires extensive training. supervised workload; teaching clinics are spaces fundamental for integration Between theory and practice.
Zanini et al.	2021	Brazil Discuss the reasons and implications of regulation of the use and access to psychological tests In Brazil.	Theoretical essay; Analysis historical and Legal of regulation of tests psychological.	The absence of regulation This represents serious risks; the debate over access to testing is historic and remains relevant in light of... Developments in ADI 3481.
Late et al.	2022	Brazil Analyze the process of psychodiagnosis the psychoanalytic, integrating the dimensions of knowledge and of to become a clinician.	Revision Bibliographical approach to psychoanalysis articulates base psychoanalytic; analysis perspectives theoretical and clinics.	Psychodiagnosis inquiry and intervention of Integrated form; a humanized approach and It contrasts with the technocratic vision and reductionist still present in practice.
Zanini et al.	2022	Brazil Identify and discuss the current challenges of evaluation. psychological issues in Brazil in the face of	Rehearsal theoretical analytical; A review of literature: challenges	Psychologists need more Skills training; application contexts the exploited data prompts reflection. Regarding human rights and access.

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			new realities and annals of old questions	contemporary area.	
Noronha *et al.*	2022 Brazil		and analysis of psychology and skills identifying techniques and behavioral gaps in training of s in practice evaluative psychologists. Brazilians.	Research with technical skills: Mapping skills in psychologists; involves knowledge in evaluation psychopathology and psychometrics, in addition to skills, instrumental; there is a need for continued mapping of training gaps.	
Peixoto *et al.*	2024	Brazil Analyze Article by you	pathway for review and a national benchmark. Recognition of international historical trajectory of ADI 3481 put the trajectory of access to information and the responsible use of psychological assessment instruments in tension. as a science and psychological and of profession in the role of Brazil. SATEPSI.	analysis; the impacts of the advancement of the	SATEPSI has established itself as a
Sá *et al.* 2025		Brazil: Characterizing and analyzing the current panorama. of psychological assessment in Brazil, including constructs Evaluated and populations attended.		Descriptive research; analysis of Data from SATEPSI and literature review on the state of the art	There are 165 instruments with a favorable opinion in SATEPSI; barriers to access and limitations for populations with disabilities persist as ethical and social challenges.
Xavier et al.	(2025). Brazil	Investigate the use professional technique HTP projective by psychologists Brazilian correction and your accordance with the standards from SATEPSI.		Research with psychologists; analyses practices application, HTP interpretation.	Inappropriate use of HTP It still happens frequently; changes in procedures standardized configurations Ethical violation and compromise the validity of results.

Source: prepared by the authors (2026).

4.2 Thematic analysis of the results

Category 1. Contributions of psychological tests to psychodiagnosis.

The studies analyzed show that psychological tests constitute resources fundamental in the psychodiagnostic process, provided they are used with technical and scientific rigor. Standardized tests remain, from the current perspective, one of the main resources of a process of

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Psychological assessment is one of the most reliable sources of information. Among Brazilian psychologists, Its use is predominantly for psychodiagnostic purposes, scientific research, and recruitment. and personnel selection, guidance and counseling, and evaluation of programs and interventions (Peixoto) *et* al., 2024).

In a clinical context, psychodiagnosis constitutes a process of investigation and intervention. with the goal of arriving at a psychological diagnosis, using techniques and tests to assess psychological phenomena and provide therapeutic indications and referrals. The development The use of new manuals and analysis systems with psychometric evidence increases the accuracy of the methods. evaluative, while preserving the uniqueness and contribution of different instruments for psychological assessment (Sá *et al.,* 2025).

The experience reported by Alencar, Bezerra and Aguiar (2021), developed in five sessions in a Social Assistance Reference Center (CRAS), demonstrates that the articulated use of semi-structured interview, psychological testing with instruments approved by SATEPSI and The feedback interview resulted in an improvement in the symptoms presented, demonstrating, at the same time... time, the evaluative and interventional nature of psychodiagnosis.

Category 2. Regulation, professional training and ethical use of instruments.

Despite SATEPSI's international recognition for its standard of excellence, the The system's efforts to qualify psychological instruments were put to the test. when ADI 3481 was approved, which declared unconstitutional provisions of CFP Resolution No. 002/2003 which restricted the marketing and use of psychological test manuals to professionals. registered with the Regional Psychology Councils. According to the understanding of the Supreme Federal Court, such The restrictions violated the constitutional principles of access to information and the right to free movement. of ideas (Peixoto *et al.,* 2024).

In Brazilian literature, definitions of competencies in psychological assessment emphasize the knowledge in psychopathology and psychometrics, theoretical depth, broad mastery of constructs and skills in the use of instruments. Qualified testing, combined with training of The evaluator is a central issue in cautious interventions that have life-threatening implications. individuals and society (Noronha *et* al., 2022). The studies by Cruz and Schultz (2021) reinforce that Adequate training should include extensive hours of supervised training. Teaching clinics are fundamental spaces for the integration of theoretical knowledge and practical application. Practical, equipping the future psychologist in an ethical and technically sound manner for the practice of... psychological assessment.

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Category 3. Challenges and limitations in the use of psychological tests.

For some population subgroups, the available tools are still limited: there are few
Approved tests for people with disabilities, and the difficulties related to evaluating them.
The public expresses opinions to both the person being evaluated and the evaluator, which highlights the need
to develop new psychological testing initiatives for specific groups (Sá *et* al., 2025).

In Brazil, once registration with the Regional Psychology Council is obtained after completing the course...
Undergraduate studies, there are no other requirements regarding technical certification for professional practice.
In addition to a degree, psychologists with a minimum of two years' experience may, on a voluntary basis,
to register for the title of specialist in psychological assessment, but such certification does not
This constitutes a mandatory condition for professional practice in the field (Peixoto *et* al., 2024).
The regulation of psychological assessment and, more specifically, of psychological tests, is a matter of...
This has been a concern and subject of debate in the national arena for several decades, and the absence of clear criteria may...
represent serious risks to individuals and society, insofar as it enables the use
inappropriate or manipulation of psychological data (Zanini *et* al., 2021).

5. Discussion

5.1 The role of psychological tests in psychodiagnosis: contributions and convergences

The analysis of the selected studies shows that psychological tests play a role.
They play a central role in the psychodiagnostic process, provided they are used with technical and ethical rigor.
scientific. This perspective is widely corroborated by recent literature, which acknowledges the advance
qualitative assessment of the available instruments and the strengthening of the psychometric bases that support them.
The investigative nature of psychological assessment applies to various educational, clinical, and other contexts.
forensic and occupational health professionals, possessing techniques, instruments, and methodologies that assist in decision-making.
of important decisions. This decision-making process, supported by skills,
Knowledge and planning by the professional materializes in technical skills and
behavioral requirements of the area (Noronha *et* al., 2022).

Oliveira and Faiad (2021) reinforce this perspective by highlighting that psychological assessment is
one of the areas that has advanced and improved the most in Brazilian psychology, constituting a process
which presupposes its existence in different contexts of professional practice. In the clinical field
Specifically, the literature demonstrates that contemporary psychodiagnosis transcends mere...
application of tests. The clinical psychologist must consider that inquiry and action are inseparable and that
Both enrich each other, integrating understanding and intervention in a unified process.

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and humanizing (Tardivo *et al.,* 2022).

This interventional dimension of psychodiagnosis is concretely illustrated by the study of Alencar, Bezerra and Aguiar (2021), who demonstrated, in a public policy context, that the use articulated semi-structured interview, psychological testing with instruments approved by SATEPSI and feedback interview resulted in improvement of the symptoms presented, demonstrating that The evaluation process can be, simultaneously, a moment of intervention and care.

5.2 Regulation, ADI 3481 and its impacts on professional practice

The regulation of psychological testing emerges as a central theme in the studies analyzed. especially in light of the developments in ADI 3481. At a historically significant moment Significantly, psychological assessment has been called upon to rethink its processes in light of the decision. from the Supreme Federal Court, which enabled unrestricted access, by non-psychologists, to the content of psychological tests. Therefore, the Research Working Group on Psychological Assessment ANPEPP demonstrated the maturity of its more than twenty years of existence, affirming that importance of the area and the need for qualification to perform it (Oliveira; Faiad, 2021).

Zanini *et al.* (2021) historically situate this concern, arguing that the The regulation of psychological testing has been a subject of debate in the national arena for several decades, and that The absence of clear criteria can pose serious risks to individuals and society. In this sense, Cordeiro *et al.* (2025) show that SATEPSI, by bringing together 165 instruments with opinions Favorable in January 2025, it consolidates itself as an essential mechanism for protecting quality. evaluative in the country, even though the challenges posed by ADI 3481 put the limits between access to information and the responsible use of tools. Ribeiro and Oliveira (2025) add Given this scenario, the advances and challenges in psychological assessment demand a stance. active members of the professional category and training institutions, in order to reaffirm the fundamentals scientific and ethical principles that underpin evaluation practice.

5.3 Professional training: the link between technical quality and ethical practice

The training of psychologists to work in psychological assessment stands out as one of the key topics. more critical issues identified in the literature. Psychologists will be increasingly in demand to conduct more technical and competent assessments, involving multiple methods and capable of overcoming interests in data falsification. This aspect demands greater skills training and in-depth knowledge of the area and the specific work context, ultimately constituting

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In this instance, a challenge in terms of professional training (Zanini *et al.,* 2022).

Cruz and Schultz (2021) contribute to this debate by arguing that adequate training
It should include an extensive amount of supervised training hours, with teaching clinics being the primary means of instruction.
fundamental spaces for the integration between theoretical and practical knowledge. This position
This aligns with the findings of Noronha *et al.* (2022), who believe that significant investment in Brazil
It will be a continuation of skills mapping in the area, but mainly the identification of
gaps that may contribute to continuing education and the improvement of undergraduate programs in
country.

Xavier *et al.* (2025) further this discussion by demonstrating that the inappropriate use of a
The specific instrument, the HTP (House-Tree-Person) projective technique, is still frequently used.
among Brazilian psychologists, constituting an ethical violation and compromising the validity of the
results. This finding directly relates to Peixoto *et al.* (2024), who warn that
In Brazil, a bachelor's degree is the only formal requirement for professional practice in...
psychological assessment, without any additional mandatory technical certification, which makes the training
initial and continued [needs] are even more urgent.

5.4 Psychoanalytic psychodiagnosis and the integration between theory and practice

One aspect that deserves particular attention in the literature concerns the contribution of
A psychoanalytic framework for understanding and enriching psychodiagnosis. Tardivo *et al.*
(2022) argue that psychoanalytic psychodiagnosis is a relevant and central theme in training and
The role of the psychologist, especially the clinician, proposing a practice that stems from the concept of
social suffering, related to people's living conditions, and which integrates theory and clinical practice in a way that...
humanized and comprehensive. This approach stands out as a necessary counterpoint to the vision
The technocratic and reductionist approach that still persists in part of professional practice reaffirms that the subject
It cannot be reduced to its scores, and the evaluation process is, above all, an encounter.
human.

5.5 Persistent challenges and future prospects for the area

In an integrated manner, the studies analyzed converge on the understanding that the tests
Psychological tools are highly valuable instruments in psychodiagnosis, but their effectiveness depends on the specific circumstances.
subject to a set of interconnected factors: psychometric quality of the instruments,
Solid technical training of the professional, ethical and contextualized use and integration of tests into a

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a broader evaluative process. Psychological assessment constitutes a technical process-
scientific, supported by multiple tools, which demonstrates solidity in the development of
Qualifying investigations into the practice and training in psychology. However, there are contexts of
These are still largely unexplored applications that raise questions about how much the field still needs.
to move forward in order to guarantee and promote human rights (Zanini *et al.,* 2022).

Sá *et al.* (2025) reinforce that the barriers to access to psychological assessment, especially
for low-income populations and for people with disabilities, for whom the arsenal of instruments
Even though approvals are still limited, they represent ethical and social challenges that transcend the technical dimension.
of the area. Overcoming these limitations requires not only the development of new instruments, but
also institutional and public policies that broaden the scope of psychological assessment of
quality for the entire population. Ribeiro and Oliveira (2025) point out, in this same sense, that
Strengthening the scientific and professional identity of psychological assessment requires overcoming...
of inequalities in access and by expanding the presence of psychological services in contexts of
social vulnerability.

Final Considerations

This study aimed to analyze, through an integrative literature review, the
The contribution of psychological tests to the psychodiagnostic process, in order to understand their...
main functions, applications, and limitations in the professional practice of a psychologist. Based on the analysis
Of the 10 selected studies, published between 2021 and 2025, it was possible to answer the question.
The guiding principle is to propose and systematize a set of findings relevant to the field.

The results showed that psychological tests play a fundamental role in
psychodiagnosis, constituting reliable sources of technical and scientific information when
applied within the parameters established by SATEPSI and CFP Resolution No. 31/2022. Your
This contribution, however, should not be understood in isolation, but rather as part of a larger whole.
a broader evaluation process that integrates interviews, observations, and contextual analysis of
individual, guided by a comprehensive and humanized perspective of the subject.

The literature reviewed demonstrated that the advances achieved by the field in recent decades,
especially with regard to the qualification of instruments, to the strengthening of production
scientific research and the consolidation of SATEPSI as a national and international reference — coexist with
persistent challenges. Among them, the weaknesses in professional training and the use stand out.
Inadequate use of psychological instruments: the repercussions of ADI 3481 on unrestricted access to testing.
and the socioeconomic barriers that limit the reach of psychological assessment to populations

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vulnerable.

Regarding the limitations of this study, it is acknowledged that the restriction on publications in Portuguese, English and Spanish, as well as the five-year time frame, may have excluded Relevant contributions from other languages or periods. Furthermore, the impossibility of access. The inclusion of certain articles may have limited the scope of the analysis. These aspects do not compromise the overall analysis. The validity of the findings is questionable, but these factors should be considered when interpreting the results.

From a practical standpoint, the findings reinforce the need for investment. continuous technical and ethical training for psychologists working in psychological assessment, as well as the importance of institutional and public policies that broaden access to psychodiagnostic assessment of Quality. The enhancement of teaching clinics as spaces for supervised training and the development of new instruments aimed at specific populations, such as people with Deficiencies, however, represent promising avenues for advancement in the field.

Finally, it is concluded that psychological tests, when used ethically, technically and contextualized, and integrated into a psychodiagnostic process conducted by a competent professional, They constitute irreplaceable resources for understanding human psychic functioning and for the evidence-based decision-making. The findings of this review are expected to contribute for strengthening evidence-based professional practice and advancing the debate. scientific study on the role of psychological tests in contemporary Brazilian psychology, encouraging New investigations that delve deeper into the topics discussed here.

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