

## SYLLABUS

### 1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

### 2. Information about the course

2.1 Title of the course	Psychological Assessment I						
2.2 Teacher in charge of the lecture	Ionuț-Stelian Florean, Assistant Prof., PhD						
2.3 Teacher in charge of the seminar	Ionuț-Stelian Florean, Assistant Prof., PhD						
2.4 Study year	II	2.5 Semester	3	2.6. Examination type	E	2.7 Course type	DD

### 3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					25
Supplementary documentation at the library using specialized electronic platforms in the field					15
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					25
Tutoring					1
Exams					2
Other activities: research activities					2
3.7 Total number of hours of individual study	70				
3.8 Total number of hours per semester	125				
3.9 Number of credits (ECTS)	5				

#### 4. Prerequisites (if applicable)

4.1 Curriculum	Introduction to psychology Quantitative research methods and statistics
4.2 Competencies	Descriptive and Inferential Statistics

#### 5. Requirements (if applicable)

5.1 For the lecture	Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

#### 6. Specific skills acquired

<b>Professional skills</b>	<p><b>Knowledge and understanding</b></p> <p><b>Knowledge and understanding of the core concepts and principles of classical and modern test theory that are aimed at evaluating the psychometric properties of tests and questionnaires, in particular reliability and validity.</b></p> <ul style="list-style-type: none"><li>• Knows the fields of application of psychological assessment tools;</li><li>• Knows and understands the psychometric characteristics of psychological assessment</li><li>• Knows the evaluation particularities of the main evaluation areas;</li><li>• Understands the principles of fundamental and applied psychological research in the field of psychometrics.</li></ul> <p><b>Explanation and interpretation</b></p> <p><b>Learning which methods and techniques are required to investigate the psychometric properties of a test or questionnaire, when and how these methods and techniques can be applied, and how their results can be interpreted.</b></p> <ul style="list-style-type: none"><li>• Analyzes the assessment tools from the perspective of psychometric properties;</li><li>• Argues the principles that underlie the activity of diagnosis and psychological evaluation;</li><li>• Explains and interprets the principles underlying the use of psychological assessment tools.</li></ul> <p><b>Instrumental - applicative</b></p> <p><b>Acquiring skills in dealing with statistical software for classical and</b></p>
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	<p><b>modern test analysis, factor analysis and discriminant analysis.</b></p> <p><b>The acquired knowledge, insight and skills can be used to investigate substantive research questions about the psychometric properties of tests or questionnaires. Students are able to critically evaluate the applied methods and results of psychometric research.</b></p> <ul style="list-style-type: none"> <li>• Develops prerequisites as a future psychologist;</li> <li>• Exercises basic skills in carrying out the evaluation process;</li> <li>• Acquires skills to use the main tools used in assessment process;</li> <li>• Acquires skills to design and lead fundamental and applied psychological research in the field of psychological testing and assessment.</li> </ul> <p><b>Attitudinal</b></p> <p>To develop a scientist–practitioner attitude towards psychological testing and assessment of cognitive abilities/intelligence.</p>
<b>Transversal skills</b>	<ul style="list-style-type: none"> <li>• Understand and promotes the values and principles of professional deontology in psychological testing and assessment;</li> <li>• Understand professional ethics and deontology in scientific research and practice;</li> <li>• Manifests a critical attitude in the scientific approach of psychological testing and assessment.</li> </ul>

## 7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	<ul style="list-style-type: none"> <li>• Providing a scientifically validated perspective on scientifically validated psychological assessment tools.</li> <li>• The course aims to provide a series of declarative and procedural knowledge that will make students able to use validated psychological assessment tools.</li> <li>• This course is not designed to make students a licensed psychometrist (one who gives tests) nor is it designed to make the student a skilled psychometrician (one who constructs tests), nor will it give you "hands on" experience with psychometric computer programs. Rather it is aimed to allow the to understand the fundamental theoretical issues concerning both the psychometrist and the psychometrician.</li> </ul>
7.2 Specific objectives	<p><b>1. Knowledge and understanding</b></p> <p>Knowledge and understanding of the core concepts and principles of classical and modern test theory that are aimed at evaluating the psychometric properties of tests and questionnaires, in particular reliability and validity:</p> <ul style="list-style-type: none"> <li>• To understand the psychometric theories and assumptions underlying scale construction;</li> <li>• To acquire skills for evaluating and critique asses a psychological measure for its</li> </ul>

	<p>reliability, validity and biases;</p> <ul style="list-style-type: none"> <li>To acquire skills for identifying a range of common psychological assessment tools;</li> </ul> <p><b>2. Explanation and interpretation</b></p> <p>Learning which methods and techniques are required to investigate the psychometric properties of a test or questionnaire, when and how these methods and techniques can be applied, and how their results can be interpreted:</p> <p>To create the environment for understanding the fundamental vocabulary and logic of psychological measurement and behavioral assessment;</p> <p>To develop the capacity for critical judgment of the adequacy of measures purported to assess behavior in the role of theory development;</p> <p>To stir the appreciation of and an interest in the principles and methods of psychometric theory in general and behavior assessment in particular;</p> <p><b>3. Instrumental – applicative</b></p> <p>To develops the basic prerequisites as a future psychologist;</p> <p>To acquire skills to use the main tools used in assessment process;</p> <p>To acquire skills to design and lead fundamental and applied psychological research in the field of psychological testing and assessment</p> <p><b>4. Attitudinal</b></p> <p>To develop a scientist–practitioner attitude towards psychological testing and assessment.</p>
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## 8. Content

8.1 Lecture	Teaching strategies	Remarks
1. Introduction to psychometry; Assessment and diagnostic tools: purposes of psychological evaluation.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 1]
2. The history of psychological evaluation. Definitions of the psychological test. Types of psychological tests.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 1]
3. Psychological evaluation: statistical indices of measurement / evaluation.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 2]
4. Standardization and norms of psychological tests.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 3]
5. Types of norms used in psychological	Lecture, demonstrative	Urbina, S. (2014). Essentials of Psychological Testing. New

evaluation and their significance.	example, synthesis of knowledge, guided discovery	Jersey, NJ: John Wiley & Sons. [chapter 3]
6. The reliability of psychological tests. Definition of reliability. Types of reliability.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 4]
7. Reliability - confidence intervals	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 4]
8. The validity of psychological tests. Definition of validity. Types of validity.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
9. Criterion validity: definition, methods of analysis, implications for psychological assessment.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
10. Content validity: definition, methods of analysis, implications for psychological assessment.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
11. Construct validity: definition, methods of analysis, implications for psychological assessment	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
12. The diagnostic utility of a psychological test. Sensitivity of a psychological test. The specificity of a psychological test. The predictive power of a psychological test.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Trevethan, R. (2017). Sensitivity, specificity, and predictive values: foundations, pliabilitys, and pitfalls in research and practice. <i>Frontiers in public health</i> , 5, 307.
13. Adapting psychological tests and measurement instruments for cross-cultural research	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Hedrih, V. (2019). Adapting psychological tests and measurement instruments for cross-cultural research: an introduction. Routledge.
14. Ethical implications of psychological evaluation	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. <i>American Psychologist</i> , 52(5), 517.

**References \*****a. Mandatory references:**

- Gregory, R. J. (2014). Psychological testing: History, principles, and applications. Allyn & Bacon. (Capitolele 1-4)
- Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons.
  - Trevethan, R. (2017). Sensitivity, specificity, and predictive values: foundations, pliabilitys, and pitfalls in research and practice. Frontiers in public health, 5, 307.
  - Hedrih, V. (2019). Adapting psychological tests and measurement instruments for cross-cultural research: an introduction. Routledge.
  - Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. American Psychologist, 52(5), 517.

**b. Optional references:**

Robert M. Kaplan, Dennis P. Saccuzzo (2017) Psychological Testing: Principles, Applications, and Issues-Cengage Learning.

\* as well as other bibliographic sources mentioned during the course activities

8.2 Seminar / laboratory	Teaching strategies	Remarks
Measurement methods in psychology: psychological observation - applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 1]
Measurement methods in psychology: psychological interview - applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 1]
Measurement methods in psychology: personality assessment - applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 2]
Types of norms in psychological testing: applications (1)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 3]
Types of norms in psychological testing: applications (2)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 3]

Test reliability (1): applications and analyzes.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 4]
Test reliability (2): applications and analyzes.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 4]
Reliability of psychological tests in research context: case example and applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
Test validity (1): applications and analyzes.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
Test validity (2): applications and analyzes.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
Test validity (3): applications and analyzes.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons. [chapter 5]
Beyond diagnostic accuracy: the clinical utility of diagnostic tests: applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	Trevethan, R. (2017). Sensitivity, specificity, and predictive values: foundations, pliabilitys, and pitfalls in research and practice. <i>Frontiers in public health</i> , 5, 307.
Recap, future directions and exam preparation	Presentation, knowledge synthesis, conceptual clarification, group	Notes from classes.

	activities, guided discovery, practical activities	
<b>References *</b> <b>Mandatory references:</b> <ul style="list-style-type: none"> <li>• Gregory, R. J. (2014). Psychological testing: History, principles, and applications. Allyn &amp; Bacon. (Capitolele 1-4)</li> <li>• Urbina, S. (2014). Essentials of Psychological Testing. New Jersey, NJ: John Wiley &amp; Sons.</li> <li>• Trevethan, R. (2017). Sensitivity, specificity, and predictive values: foundations, pliabilities, and pitfalls in research and practice. Frontiers in public health, 5, 307.</li> <li>• Hedrih, V. (2019). Adapting psychological tests and measurement instruments for cross-cultural research: an introduction. Routledge.</li> <li>• Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. American Psychologist, 52(5), 517.</li> </ul> <b>Optional references:</b> <ul style="list-style-type: none"> <li>• Robert M. Kaplan, Dennis P. Saccuzzo (2017) Psychological Testing:Principles, Applications, and Issues-Cengage Learning. (Partea I)</li> </ul> <p>* as well as other bibliographic sources mentioned during the course activities</p>		

## 9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

<ul style="list-style-type: none"> <li>• The main objective of this course is to facilitate the learning of the fundamental concepts, methods, and principles of psychological measurement. Particular attention will be devoted to reliability and validity issues underlying psychometric theory, and how psychometric theory relates to the assessment of individual differences or human individuality more generally.</li> <li>• The course provides the necessary prerequisites for the use of psychological tests, as they are described in the documentation of the College of Psychologists of Romania (<a href="http://www.alegericpr.ro">www.alegericpr.ro</a>).</li> </ul>
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture/course	The correctness and completeness of knowledge; The assimilation of the specialized language;logical coherence	Multiple-choice exam	60%
		Attendance (minimum 70% of the courses)	10%
			Default point (10%)



10.5 Seminar / laboratory	The capacity to apply the concepts and theoretical models used in psychological testing and assessment	Team-based presentations on the psychometric properties of a scale, supported by statistical analysis, with presentations lasting 10-15 minutes and held during the last few seminars.	20%
10.6 Minimum passing score			
<ul style="list-style-type: none"> <li>• Acquiring the skills for evaluating and critique assess a psychological measure for its reliability, validity, and biases</li> <li>• Acquiring the skills for identifying a range of common psychological assessment tools</li> <li>• Acquiring the specialized language</li> <li>• The ability to formulate research ideas</li> <li>• Logical coherence and capacity to formulate arguments to support a certain idea</li> </ul> <p>The final grade consists of:</p> <ol style="list-style-type: none"> <li>a. score obtained in the written exam</li> <li>b. score obtained in the written mid-exam</li> <li>c. score obtained at the research project</li> </ol> <p>The structure of evaluation will be maintained for multiple rounds of evaluation</p>			

Date	Signature of the teacher in charge of the lecture	Signature of the teacher in charge of the seminar
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30.09.2024

Assistant Prof. Dr. Ionuț-Stelian Florean

Date of approval in  
the department

Signature of the Head of  
the department/director

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