

SYLLABUS
Psychological Assessment I
University year 2025-2026

1. Information regarding the programme

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 programme/Qualification	Psychologist
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline		Psychological Assessment I					Discipline code		PLE1316		
2.2. Course coordinator					Ionuț-Stelian Florean, Assistant Prof., PhD						
2.3. Seminar coordinator					Ionuț-Stelian Florean, Assistant Prof., PhD						
2.4. Year of study		2	2.5. Semester		3	2.6. Type of evaluation		E	2.7. Discipline regime		DD

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laborator	28
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					25
Additional documentation (in libraries, on electronic platforms, field documentation)					15
Preparation for seminars/labs, homework, papers, portfolios and essays.					25
Tutorship					1
Evaluations					2
Other activities:					2
3.7. Total individual study hours	70				
3.8. Total hours per semester	125				
3.9. Number of ECTS credits	5				

4. Prerequisites (if necessary)

4.1. curriculum	Introduction to psychology Quantitative research methods and statistics
4.2. competencies	Descriptive and Inferential Statistics

5. Conditions (if necessary)

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

6.1. Specific competencies acquired ¹

¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

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

6.2. Learning outcomes

Knowledge	<p>1. Understanding of core concepts from Classical and Modern Test Theory Students will grasp key psychometric concepts such as reliability, validity, measurement error, item response theory (IRT), and standardized scoring.</p> <p>2. Knowledge of the psychometric properties of psychological assessment tools They will be able to identify and explain psychometric qualities like internal consistency, test-retest reliability, content validity, criterion validity, and construct validity.</p> <p>3. Awareness of the main application fields of psychological testing Students will understand how and where psychological tests are used (e.g., clinical, educational, organizational, and research settings).</p> <p>4. Knowledge of the process of test construction and validation They will learn the essential steps in developing a test: item writing, pilot testing, reliability and validity analysis, and standardization.</p> <p>5. Understanding the principles of scientific research in psychometrics Students will be familiar with fundamental and applied research methods used in psychometric investigations, including factor analysis and discriminant analysis.</p>
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Skills	<p>1. Ability to analyze and evaluate psychological assessment tools Students will be able to critically examine tests and questionnaires, assessing their psychometric quality (e.g., reliability, validity, item quality).</p> <p>2. Application of methods to investigate psychometric properties They will know when and how to apply techniques like reliability analysis, factor analysis, or item analysis to evaluate psychological measures.</p> <p>3. Use of statistical software for psychometric analysis Students will gain hands-on experience with software (e.g., SPSS, R, or similar) to conduct classical test theory (CTT) and modern test theory (IRT) analyses.</p> <p>4. Design and implementation of psychological research in assessment They will acquire skills to design, lead, and interpret both fundamental and applied research projects in the field of psychological testing.</p> <p>5. Basic competence in the assessment process as future psychologists Students will practice using major assessment tools and build the foundations needed for conducting psychological evaluations in professional contexts.</p>
Responsibility and autonomy:	<p>1. Selecting appropriate assessment tools based on psychometric evidence.</p> <p>2. Applying relevant methods to evaluate the reliability and validity of psychological measures.</p> <p>3. Interpreting test results responsibly within professional and ethical standards.</p> <p>4. Reflecting critically on the use and limitations of psychological instruments in various applied contexts.</p> <p>5. Engaging in lifelong learning and continuous improvement in the field of psychological assessment.</p>

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> • Providing a scientifically validated perspective on scientifically validated psychological assessment tools. • The course aims to provide a series of declarative and procedural knowledge that will make students able to use validated psychological assessment tools. • 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.
7.2 Specific objective of the discipline	<p>1. Knowledge and understanding 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"> • To understand the psychometric theories and assumptions underlying scale construction. • To acquire skills for evaluating and critique asses a psychological measure for its reliability, validity and biases. • To acquire skills for identifying a range of common psychological assessment tools. <p>2. Explanation and interpretation 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> <ul style="list-style-type: none"> • To create an environment for understanding the fundamental vocabulary and logic of psychological measurement and behavioral assessment. • To develop the capacity for critical judgment regarding the adequacy of measures that aim to assess behavior, particularly in the context of theory development. • To foster an appreciation for, and interest in, the principles and methods of psychometric theory in general, and behavioral assessment in particular. <p>3. Instrumental – applicative</p> <ul style="list-style-type: none"> • To develops the basic prerequisites as a future psychologist. • To acquire skills to use the main tools used in assessment process. • To acquire skills to design and lead fundamental and applied psychological research in the field of psychological testing and assessment <p>4. Attitudinal</p>

	To develop a scientist–practitioner attitude towards psychological testing and assessment.
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8. Content

8.1 Course	Teaching methods	Remarks
1. Introduction to psychometry. Assessment and diagnostic tools: purposes of psychological evaluation.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
2. The history of psychological evaluation. Definitions of the psychological test. Types of psychological tests.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
3. Psychological evaluation: statistical indices of measurement / evaluation.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
4. Standardization and norms of psychological tests.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
5. Types of norms used in psychological valuation and their significance.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
6. The reliability of psychological tests. Definition of reliability. Types of reliability.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
7. Reliability - confidence intervals.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
8. The validity of psychological tests. Definition of validity. Types of validity.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
9. Criterion validity: definition, methods of analysis, implications for psychological assessment.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
10. Content validity: definition, methods of analysis, implications for psychological assessment.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
11. Construct validity: definition, methods of analysis, implications for psychological assessment.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
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.	
13. Adapting psychological tests and measurement instruments for cross-cultural research.	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	
14. Ethical implications of psychological evaluation	Lecture, demonstrative example, synthesis of knowledge, guided discovery.	

Bibliography

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.
- Trevehan, R. (2017). Sensitivity, specificity, and predictive values: foundations, pliabilities, 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.

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 methods	Remarks
1. Measurement methods in psychology: psychological observation – applications (1).	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
2. Measurement methods in psychology: psychological interview – applications (2).	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
3. Measurement methods in psychology: personality assessment – applications (3).	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
4. Types of norms in psychological testing: applications (1)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
5. Types of norms in psychological testing: applications (2)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
6. Test reliability (1): applications and analyses.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
7. Test reliability (2): applications and analyses.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
8. Reliability of psychological tests in research context: case example and applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
9. Test validity (1): applications and analyses.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
10. Test validity (2): applications and analyses.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
11. Test validity (3): applications and analyses.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
12. Beyond diagnostic accuracy: the clinical utility of diagnostic tests: applications.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
13. Recap, future directions and exam preparation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	

Bibliography

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, pliabilities, 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.

Optional references:

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

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

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- 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.
- 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 (www.alegericpr.ro).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 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.	10%
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> • Acquiring the skills for evaluating and critique asses a psychological measure for its reliability, validity, and biases. • Acquiring the skills for identifying a range of common psychological assessment tools. • Acquiring the specialized language. • The ability to formulate research ideas. • Logical coherence and capacity to formulate arguments to support a certain idea. <p>The final grade consists of:</p> <ol style="list-style-type: none"> a. score obtained in the written exam. b. score obtained in the written mid-exam. c. score obtained at the research project. <p>The structure of evaluation will be maintained for multiple rounds of evaluation</p>			

11. Labels ODD (Sustainable Development Goals)²

² Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.

	General label for Sustainable Development							
								
								

Date:
20.03.2025

Signature of course coordinator

Assistant Prof. Dr. Ionuț-Stelian Florean

Signature of seminar coordinator

Assistant Prof. Dr. Ionuț-Stelian Florean