

**SYLLABUS**  
**Psychological Assessment II**  
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 II				Discipline code		PLE1423			
2.2. Course coordinator					University Lecturer Dr. Ionuț-Stelian Florean						
2.3. Seminar coordinator					University Lecturer Dr. Ionuț-Stelian Florean						
2.4. Year of study		2	2.5. Semester		2	2.6. Type of evaluation		E	2.7. Discipline regime		DS

**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/laboratory	<b>28</b>
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
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
<b>3.7. Total individual study hours</b>			70		
<b>3.8. Total hours per semester</b>			125		
<b>3.9. Number of ECTS credits</b>			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	A classroom with at least 60 seats, a computer, and a video projector or a large screen for presentations / An online course conducted through the MS Teams platform.
5.2. for the seminar /lab activities	A classroom with at least 60 seats, a computer, and a video projector or a large screen for presentations / An online course conducted through the MS Teams platform.

**6.1. Specific competencies acquired** <sup>1</sup>

<sup>1</sup> 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><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the core concepts and principles of cognitive abilities evaluation.</li> <li>• Demonstrate knowledge of the dominant models of intelligence and an understanding of the division between general intelligence and specialized cognitive abilities.</li> <li>• Be able to describe the factors that affect intelligence, their relative contributions, and how intelligence is related to outcomes such as educational attainment, career success, physical and psychological health, and the quality of social relationships.</li> <li>• Be able to describe the main tests used to measure creativity, memory, attention, development, and neuropsychological functioning.</li> </ul> <p><b>Explanation and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Learn which methods and techniques are required to investigate the psychometric properties of a cognitive abilities test or questionnaire, when and how these methods and techniques can be applied, and how their results can be interpreted.</li> <li>• Identify and critically assess various cognitive ability assessment instruments.</li> <li>• Explain the main principles of psychometric assessment.</li> <li>• Evaluate the psychometric properties of assessment instruments.</li> <li>• Critically assess the clinical application and use of psychometric tests.</li> <li>• Identify ethical and multicultural issues pertaining to the psychometric assessment of intelligence.</li> <li>• Recognize potential biases in the use of psychometric tests in a multicultural context.</li> </ul> <p><b>Instrumental - Applicative</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to reflect on the meaning of cognitive abilities in relation to relevant societal issues and problems.</li> <li>• Demonstrate the ability to interpret results from cognitive tests.</li> <li>• Demonstrate awareness of critical perspectives on intelligence, both as a concept and as a method for measuring cognitive ability.</li> </ul>
Transversal competencies	<ul style="list-style-type: none"> <li>• Understands professional ethics and deontology in scientific research and practice.</li> <li>• Manifests a critical attitude in the scientific approach to psychological testing and assessment.</li> <li>• Demonstrates the ability to identify appropriate types of cognitive tests for various research and evaluation purposes.</li> <li>• Demonstrates the ability to apply the knowledge above to relevant societal issues and problems.</li> </ul>

## 6.2. Learning outcomes

Knowledge	<p>The course provides essential knowledge about the concept of intelligence and its significance from a broad differential-psychology perspective. It explores the principal features of the current state and more than 150 years of research on intelligence and other cognitive abilities, including memory, attention, creativity, development, and neuropsychological functioning. Central terms such as psychometric intelligence, general intelligence (g), intelligence quotient (IQ), and cognitive ability are examined.</p> <p>Students will become acquainted with the dominant models of psychometric intelligence and other cognitive abilities, engaging in discussions on various definitions and theoretical perspectives. A key theme of the course is the validity and reliability of cognitive assessments, with a focus on their associations and causal relationships with important life outcomes such as educational and career success, physical and psychological health, and social relationships.</p> <p>Another major theme is the role of genetic and environmental factors in shaping intelligence and other cognitive functions, including their implications for phenomena such as the Flynn effect and the observed declines in IQ scores in certain countries. Additionally, the course critically evaluates the strengths and limitations of cognitive assessments, addressing ethical concerns and arguments against both the concept of intelligence and its measurement, as well as broader issues in psychological testing and assessment.</p>
-----------	---

Skills	<p><b>1. Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Discuss the main psychometric instruments used to assess intellectual aptitude, psychological functioning, memory, attention, creativity, and other cognitive abilities.</li> <li>• Examine the principles of psychometric assessment and the key properties of psychometric instruments.</li> <li>• Explore multicultural perspectives on intelligence and related biases in the use of cognitive assessment tools.</li> <li>• Describe the utility and application of intelligence and cognitive abilities assessments in various contexts.</li> <li>• Analyse the strengths and weaknesses of psychometric instruments in assessing intelligence, memory, attention, and other cognitive domains.</li> <li>• Discuss the ethical implications of intelligence theories and cognitive assessment, considering issues such as fairness, bias, and societal impact.</li> </ul> <p><b>2. Explanation and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Understanding the methods and techniques required to investigate the psychometric properties of cognitive abilities tests and questionnaires, including when and how these methods can be applied and how to interpret their results.</li> <li>• Develop a foundational understanding of the vocabulary and logic of intelligence and cognitive abilities assessment.</li> <li>• Cultivate the ability to critically evaluate the adequacy and validity of measures designed to assess intelligence, memory, attention, creativity, and other cognitive functions.</li> <li>• Foster an appreciation for and interest in the principles and methods of psychometric theory as they apply to intelligence and cognitive abilities assessment.</li> </ul> <p><b>3. Instrumental – Applicative</b></p> <ul style="list-style-type: none"> <li>• Develop the fundamental competencies required for future psychologists in the field of cognitive assessment.</li> <li>• Evaluate the psychometric properties of assessment instruments used to measure intelligence, memory, attention, and other cognitive abilities.</li> <li>• Critically assess the clinical applications and practical use of psychometric tests across different psychological and neuropsychological contexts.</li> </ul> <p><b>4. Attitudinal</b></p> <ul style="list-style-type: none"> <li>• Develop a scientist–practitioner mindset toward psychological testing and the assessment of cognitive abilities, ensuring a critical, ethical, and evidence-based approach to psychological measurement.</li> </ul>
Responsibility and autonomy:	<p><b>1. Ethical and Responsible Application of Psychometric Assessments</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a commitment to ethical principles in the use of intelligence and cognitive abilities assessments, ensuring fairness, accuracy, and cultural sensitivity in their application.</li> </ul> <p><b>2. Independent Critical Evaluation of Cognitive Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for independently evaluating the psychometric properties, validity, and reliability of cognitive assessment instruments, ensuring their appropriate use in various research and applied settings.</li> </ul> <p><b>3. Autonomous Decision-Making in Psychological Assessment</b></p> <ul style="list-style-type: none"> <li>• Develops the ability to make informed and autonomous decisions regarding the selection, administration, and interpretation of cognitive assessments while maintaining a scientist–practitioner approach to psychological testing.</li> </ul>

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

7.1 General objective of the discipline	<p><b>1. Comprehensive Understanding of Cognitive Assessment</b></p> <ul style="list-style-type: none"> <li>• To provide students with a broad understanding of intelligence and other cognitive abilities, including memory, attention, creativity, and neuropsychological functioning, from both theoretical and applied perspectives.</li> </ul> <p><b>2. Critical and Ethical Evaluation of Psychometric Tools</b></p> <ul style="list-style-type: none"> <li>• To equip students with the ability to critically assess, interpret, and ethically apply psychometric instruments used in psychological testing and cognitive assessment.</li> </ul>
---	---

<b>7.2 Specific objective of the discipline</b>	<p><b>1. Mastery of Psychometric Principles</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge of the key principles underlying psychometric assessment, including validity, reliability, and standardization of cognitive abilities tests.</li> </ul> <p><b>2. Application of Cognitive Assessment Techniques</b></p> <ul style="list-style-type: none"> <li>• To train students in the administration, scoring, and interpretation of intelligence tests and other cognitive assessment tools in research and applied settings.</li> </ul> <p><b>3. Evaluation of Cognitive Assessment Instruments</b></p> <ul style="list-style-type: none"> <li>• To cultivate the ability to critically analyse the strengths, limitations, and ethical concerns of various cognitive assessment instruments.</li> </ul> <p><b>4. Understanding the Role of Cognitive Abilities in Life Outcomes</b></p> <ul style="list-style-type: none"> <li>• To explore the relationships between intelligence, memory, attention, and other cognitive functions with educational achievement, career success, health, and social relationships.</li> </ul> <p><b>5. Development of a Scientist-Practitioner Approach</b></p> <ul style="list-style-type: none"> <li>• To foster an evidence-based, ethical, and reflective approach to psychological testing and assessment, ensuring responsible professional practice.</li> </ul>
---	---

## 8. Content

8.1 Course	Teaching methods	Remarks
1. Cognitive Abilities: Definition and Classification (Course Overview)	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
2. Assessment of Creativity: Description of the Main Evaluation Tools.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
3. Memory Assessment: Description of the Main Evaluation Tools.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
4. Assessment of Attention: Description of the Main Evaluation Tools.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
5. Intelligence: Predictions and Theories	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
6. Raven's Progressive Matrices Test: Theoretical Framework, Description, and Use.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
7. Midterm Exam	Discussion of correct answers for the exam.	
8. Wechsler Scales (WISC for Children): Theoretical Framework, Description, and Use.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
9. Intelligence Theories of Gardner and Sternberg: Theoretical Framework, Description, and Use.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
10. Intelligence and Early Cognitive Abilities: Developmental Scales	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
11. Neuropsychological Assessment: Description of the Main Assessment Tools.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
12. Assessment of Learning Difficulties: Theoretical Framework, Description.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
13. Assessment report	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

14. Recap	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<b>Mandatory Bibliography:</b> 1. Amabile, T. M. (1982). Social psychology of creativity: A consensual assessment technique. <i>Journal of Personality and Social Psychology</i> , 43(5), 997–1013. <a href="https://doi.org/10.1037/0022-3514.43.5.997">https://doi.org/10.1037/0022-3514.43.5.997</a> 2. Bates, M. E., & LeMay, E. P., Jr. (2004). The d2 Test of Attention: Construct validity and extensions in scoring techniques. <i>Journal of the International Neuropsychological Society</i> , 10(3), 392–400. <a href="https://doi.org/10.1017/S135561770410307X">https://doi.org/10.1017/S135561770410307X</a> 3. Caniëls, M. C. J., de Jong, J. P., & Sibbel, H. (2022). The curvilinear relation between work predictability and creativity. <i>Creativity Research Journal</i> , 34(3), 308–323. <a href="https://doi.org/10.1080/10400419.2021.1994204">https://doi.org/10.1080/10400419.2021.1994204</a> 4. Cavaco, S., Gonçalves, A., Pinto, C., Almeida, E., Gomes, F., Moreira, I., Fernandes, J., & Teixeira-Pinto, A. (2013). Trail Making Test: Regression-based norms for the Portuguese population. <i>Archives of Clinical Neuropsychology</i> , 28(2), 189–198. <a href="https://doi.org/10.1093/arclin/acs115">https://doi.org/10.1093/arclin/acs115</a> 5. Deary, I. J., Strand, S., Smith, P., & Fernandes, C. (2007). Intelligence and educational achievement. <i>Intelligence</i> , 35(1), 13–21. <a href="https://doi.org/10.1016/j.intell.2006.02.001">https://doi.org/10.1016/j.intell.2006.02.001</a> 6. Deary, I. J., Taylor, M. D., Hart, C. L., Wilson, V., Smith, G. D., Blane, D., & Starr, J. M. (2005). Intergenerational social mobility and mid-life status attainment: Influences of childhood intelligence, childhood social factors, and education. <i>Intelligence</i> , 33(5), 455–472. <a href="https://doi.org/10.1016/j.intell.2005.06.003">https://doi.org/10.1016/j.intell.2005.06.003</a> 7. Ekvall, G. (1996). Organizational climate for creativity and innovation. <i>European Journal of Work and Organizational Psychology</i> , 5(1), 105–123. <a href="https://doi.org/10.1080/13594329608414845">https://doi.org/10.1080/13594329608414845</a> 8. Gottfredson, L. S. (1998). The general intelligence factor. <i>Scientific American Presents</i> , 9(4), 24–29. 9. Hunter, J. E., & Hunter, R. F. (1984). Validity and utility of alternative predictors of job performance. <i>Psychological Bulletin</i> , 96(1), 72–98. <a href="https://doi.org/10.1037/0033-2909.96.1.72">https://doi.org/10.1037/0033-2909.96.1.72</a> 10. MacLeod, C. M. (2015). The Stroop effect. In <i>Encyclopedia of Color Science and Technology</i> . Springer Science+Business Media. <a href="https://doi.org/10.1007/978-3-642-27851-8_67-1">https://doi.org/10.1007/978-3-642-27851-8_67-1</a> 11. Martinsen, Ø. L. (2011). The creative personality: A synthesis and development of the creative person profile. <i>Creativity Research Journal</i> , 23(3), 185–202. <a href="https://doi.org/10.1080/10400419.2011.595656">https://doi.org/10.1080/10400419.2011.595656</a> 12. McGrew, K. S., & Flanagan, D. P. (1998). The Cattell-Horn-Carroll theory of cognitive abilities. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), <i>Encyclopedia of Special Education</i> . John Wiley & Sons. 13. Raven, J. (2008). General introduction and overview: The Raven Progressive Matrices Tests: Their theoretical basis and measurement model. In <i>Uses and Abuses of Intelligence</i> . 14. Reitan, R. M. (1958). Validity of the Trail Making test as an indicator of organic brain damage. <i>Perceptual and Motor Skills</i> , 8, 271–276. <a href="https://doi.org/10.2466/pms.1958.8.3.271">https://doi.org/10.2466/pms.1958.8.3.271</a> 15. Rey, A. (1964). The clinical examination in psychology. <i>Paris: Presses Universitaires de France</i> . 16. Roth, B., Becker, N., Romeyke, S., Schäfer, S., Domnick, F., & Spinath, F. M. (2015). Intelligence and school grades: A meta-analysis. <i>Intelligence</i> , 53, 118–137. <a href="https://doi.org/10.1016/j.intell.2015.09.002">https://doi.org/10.1016/j.intell.2015.09.002</a>		
8.2 Seminar / laboratory	Teaching methods	Remarks
1. Cognitive Abilities: Definition and Classification (Course Overview)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
2. Torrance Tests of Creative Thinking	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
3. Montreal Cognitive Assessment (MoCA), and Mini-Mental State Examination (MMSE)	Presentation, knowledge synthesis, conceptual clarification, group activities,	

	guided discovery, practical activities.	
4. d2 Test of Attention and Prague Test	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
5. Intelligence: Predictions and Theories	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
6. Raven's Progressive Matrices Test	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
7. Midterm Exam	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
8. Wechsler Scales (WISC for Children)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
9. Intelligence Theories of Gardner and Sternberg	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
10. Intelligence and Early Cognitive Abilities: Developmental Scales	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
11. Neuropsychological Assessment (NEPSY)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
12. Early Cognitive Abilities (Developmental Scales)	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
13. Assessment report	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities.	
<b>Mandatory Bibliography:</b> 1. Runco, M. A. (2011). Divergent thinking. <i>Encyclopedia of Creativity</i> (2nd ed.). Elsevier. <a href="https://doi.org/10.1016/B978-0-12-375038-9.00153-X">https://doi.org/10.1016/B978-0-12-375038-9.00153-X</a> 2. Schmidt, M. (1996). <i>Rey Auditory Verbal Learning Test: A handbook</i> . Western Psychological Services. 3. Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present, and future. <i>Oxford Review of Education</i> , 46(4), 501-513. <a href="https://doi.org/10.1080/03054985.2020.1765756">https://doi.org/10.1080/03054985.2020.1765756</a>		

4. Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A compendium of neuropsychological tests: Administration, norms, and commentary* (3rd ed.). Oxford University Press.
5. Wechsler, D. (2003). *WISC-IV Technical Report #1: Theoretical model and test blueprint*. The Psychological Corporation.
6. Walia, C. (2019). A dynamic definition of creativity. *Creativity Research Journal*.  
<https://doi.org/10.1080/10400419.2019.1641787>
7. Robertson, A. (2007). *Denver II Developmental Screening Test*. Thomson Delmar Learning.
8. Korkman, M., Kirk, U., & Kemp, S. (2007). *Essentials of NEPSY-II Assessment*. John Wiley & Sons.

### Optional bibliography

1. Ang, S., & Van Dyne, L. (2015). *Handbook of cultural intelligence: Theory, measurement, and applications*. Routledge.
2. Cattell-Horn-Carroll CHC (Gf-Gc) Theory: Past, Present & Future - <http://www.iapsych.com/CHCPP/CHCPP.HTML>
3. Dugan, A. (2006). Assessing the validity and reliability of a piagetian based paper-pencil test.  
Gardner Howard <http://pzweb.harvard.edu/PIs/HG.htm>
4. Buckhalt, J. (2002). A short history of g: Psychometrics' most enduring and controversial construct. *Learning and Individual differences*, 13, 101-114
5. Plucker, J. A. (Ed.). (2003). *Human intelligence: Historical influences, current controversies, teaching resources*.  
<http://www.indiana.edu/~intell>
6. Lawrence G. W, Gregoire, L.J., Zhu, J., (2015). Flaws in Flynn Effect Research with the Wechsler Scales. *Journal of psychoeducational Assessment*, 1-10, DOI: 10.1177/0734282915621222.
7. Halpern, F. D., LaMay L.M., (2000). The Smarter Sex: A critical Review of sex differences in intelligence. *Educational Psychology Review*, 12, no 2.
8. Sternberg, R. (2010). Applying Psychological Theories to Educational Practice. *American Educational Research Journal*, 45, 1, 150-165

## 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

### 1. Alignment with Scientific and Professional Standards

- The course integrates key principles of psychometric assessment, intelligence research, and cognitive abilities evaluation, ensuring alignment with the expectations of the epistemic community and professional associations in psychology. It emphasizes reliability, validity, ethical considerations, and multicultural perspectives, which are fundamental for research and applied psychological practice.

### 2. Relevance to Professional and Applied Settings

- By covering intelligence theories, cognitive abilities assessment, neuropsychological evaluation, and learning difficulties, the course equips students with competencies relevant to clinical, educational, and organizational psychology. These skills are essential for psychologists, researchers, and professionals working in cognitive assessment, aligning with employer expectations in psychological and neuropsychological evaluation settings.

### 3. Development of a Scientist-Practitioner Mindset







- The discipline fosters critical thinking, ethical responsibility, and an evidence-based approach to psychological assessment, preparing students to contribute meaningfully to both academic research and professional practice in intelligence and cognitive abilities evaluation.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	The accuracy and completeness of knowledge; the	Multiple-choice exam.	50%

	assimilation of specialized language; logical coherence.	Midterm Exam	20%
	Actively contributing to courses	Contributing to courses with at least two contributions in at least five courses, either by asking questions or answering the questions asked by the professor.	10%
10.5 Seminar/laboratory	The ability to use tests in assessing cognitive abilities involves selecting, administering, and interpreting standardized instruments for intelligence, memory, attention, and creativity. It requires understanding psychometric properties, ensuring ethical application, and applying results to real-world contexts like education, clinical practice, and career guidance, aligning with professional and scientific standards.	Team project	20%
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> <li>To accumulate at least 50% of the total score through all activities (exams + team project + course activity + bonus at the seminars).</li> <li>To attend the exam during the designated exam session.</li> </ul>			

## 11. Labels ODD (Sustainable Development Goals)<sup>2</sup>

	General label for Sustainable Development						
							
							

<sup>2</sup> 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.“.



Date:  
20.03.2025

Signature of course coordinator  
Lect. Univ. dr. Ionuț-Stelian Florean

Signature of seminar coordinator  
Lect. Univ. dr. Ionuț-Stelian Florean

Date of approval:

...

Signature of the head of department

.....