

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's Degree
1.6 Study program / Qualification	Psychology-Cognitive Science

2. Discipline details

2.1 Discipline name	Psychological Assessment I (Cognitive Abilities)						
2.2 Tenured teacher - course activities	Lecturer Iulia CRIȘAN, Ph.D.						
2.3 Tenured teacher – seminar / laboratory activities	Lecturer Iulia CRIȘAN, Ph.D.						
2.4 Study year	II	2.5 Semester	I	2.6 Type of assessment	E	2.7 Discipline regime	DO
2.5 Google Classroom code	jo72xgoo						

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

3.1 Number of hours per semester	4	Of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 course	28	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					20
Additional documentation in the library, on specialist electronic platforms / in the field					20
Preparing seminars/labs, homework, papers, portfolios, and essays					23
Tutoring					4
Examinations					2
Other activities					
3.7 Total hours of individual study	44				
3.8 Total hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Prerequisites (where necessary)

4.1 for curriculum	<ul style="list-style-type: none"> Graduation of courses in <i>Introduction in Psychology, Introduction in Neuroscience, Cognitive Psychology, Quantitative Research Methods in Psychology and Cognitive Sciences and Statistics I and II</i>
4.2 for competencies	<ul style="list-style-type: none"> None required

5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> All materials will be posted on Google Classroom around each course and seminar
5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> Attendance of at least 10 of 14 seminars is mandatory for taking the examination in the first session. For employed students, attending 7 out of 14 seminars is accepted on condition of providing a work certificate approved by the Dean's office.
5.3. Additional remarks related to the use of AI tools	<ul style="list-style-type: none"> The use of AI tools (ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only with the approval of the tenure teacher and provided that all academic integrity standards are followed. AI tools may be used for brainstorming, copy editing, structuring, translation, and report generation within seminar activities. All AI-generated content must be verified for accuracy. Students are responsible for ensuring content relevance and accuracy, respecting authorship, and critically assessing results. The use of AI tools for producing the seminar portfolio or presenting AI-generated content as exclusively personal work are strictly prohibited. Failure to declare the use of AI tools constitutes a violation of academic integrity standards and will be sanctioned in accordance with the University's regulations. For the seminar portfolio, students must complete a transparency declaration form, which will be available on Google Classroom.

6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<p>Students will:</p> <ul style="list-style-type: none"> a) understand and explain psychometry-related concepts (reliability, validity, norms) in operationalizing psychological variables b) identify the main constructs (e.g., cognitive functions), methods, and procedures of cognitive testing (areas of applicability, testing phases, measured constructs, evaluation instruments, report writing) c) analyze and interpret results of psychological tests used for assessing cognitive functions/abilities (e.g., intelligence, memory, attention, etc.) by relying on fundamental and specific knowledge of the field d) demonstrate understanding of standards, regulations, and ethical principles involved in psychological assessment
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Skills	Students will: a) follow required assessment procedures of observing, interviewing, and evaluating clients b) select tests according to the context, scope of the assessment, ethical considerations, and cultural particularities of examinees c) administer, score, and interpret test results based on normative data and relate them to individual characteristics of examinees to establish a psychological profile d) critically assess scientific information, AI-related content, collateral information, and other available sources when reporting test results
Responsibility and autonomy	Students will: a) carry out assessment procedures ethically and responsibly, following specific standards and methodologies, under conditions of restricted autonomy and qualified supervision b) employ empirically based assessment procedures, using evidence-based criteria for evaluating examinees c) demonstrate critical, hypothesis-oriented thinking in analyzing test results and interacting with examinees d) demonstrate flexibility in operating with collected data, considering the scope of the assessment in interacting with examinees

7. Contents

7.1 Course	Teaching methods	Observations
1. Introduction to cognitive assessment. Cognitive functions. Types of cognitive tests.	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Bates, T. (2007). Intelligence and Cognitive Abilities. In Haslam, N. (Ed.), Introduction to Personality and Intelligence (pp. 257-269). Sage Publications. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Cognitive Functions. In Neuropsychological assessment (5th ed.) (pp.91-144). Oxford University Press. Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). A compendium of neuropsychological tests (4th Edition). Oxford University Press.
2. Psychometrics. Reliability, validity, types of scores.	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Hunsley, J. & Mash, E. J. (2010). Evidence-based Assessment. In Barlow, D.H. & Nathan, P.E. (Eds.). The Oxford Handbook of Clinical Psychology (pp. 76-98). Oxford University Press. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). A Compendium of Tests and Assessment Techniques. In Neuropsychological assessment (5th ed.) (pp. 375-671). Oxford University Press. Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Psychometrics in Neuropsychological Assessment. In A compendium of neuropsychological tests (4th Edition) (pp. 24-37). Oxford University Press.
3. Intelligence tests - RPM, WAIS	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Raven's Progressive Matrices. In A compendium of neuropsychological tests (4th Edition) (pp. 78-87). Oxford University Press

		<ul style="list-style-type: none"> • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV). In A compendium of neuropsychological tests (4th Edition) (pp. 100-119). Oxford University Press • Strauss, E., Sherman, E.M.S., & Spreen, O. (2006). Wechsler Adult Intelligence Scale (WAIS-III). In A compendium of neuropsychological tests: Administration, norms, and commentary (pp. 283-310). Oxford University Press.
4. Memory and learning tests – part I (verbal tests: RAVLT, HVLT, Sentence Repetition)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Rey Auditory Verbal Learning Test (RAVLT). In A compendium of neuropsychological tests (4th Edition) (pp. 665-697). Oxford University Press • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Hopkins Verbal Learning Test-Revised (HVLT-R). In A compendium of neuropsychological tests (4th Edition) (pp. 642-665). Oxford University Press • Strauss, E., Sherman, E.M.S., & Spreen, O. (2006). Sentence Repetition Test. In A compendium of neuropsychological tests: Administration, norms, and commentary (pp. 854-860)
5. Memory and learning tests – part II (non-verbal tests: RCFT, BVRT)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> • Meyers, J. E. & Meyers, K. R. (1995). <i>Rey Complex Figure Test and Recognition Trial. Professional Manual</i>. Psychological Assessment Resources. • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Rey-Osterrieth Complex Figure Test (RCFT). In A compendium of neuropsychological tests (4th Edition) (pp. 697-720). Oxford University Press • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Benton Visual Retention Test Fifth Edition (BVRT-5). In A compendium of neuropsychological tests (4th Edition) (pp. 602-614). Oxford University Press
6. Verbal functions and language tests - Verbal fluency, comprehension, naming	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Boston Naming Test (BNT-2). In A compendium of neuropsychological tests (4th Edition) (pp. 797-829). Oxford University Press • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Verbal Fluency Test. In A compendium of neuropsychological tests (4th Edition) (pp. 549-583). Oxford University Press • Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Verbal Comprehension. In Neuropsychological assessment (5th ed.) (pp. 528-532). Oxford University Press.
7. Attention & executive functions tests – part I (Stroop, CPT, DS)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Stroop Test. In A compendium of neuropsychological tests (4th Edition) (pp. 488-518). Oxford University Press • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Conner's Continuous Performance Test III (CPT-3). In A compendium of neuropsychological tests (4th Edition) (pp. 283-289). Oxford University Press

		<ul style="list-style-type: none"> Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Digit Span. In <i>Neuropsychological assessment</i> (5th ed.) (pp. 385-387). Oxford University Press.
8. Attention & executive functions tests – part II (CD, TMT, WCST)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Digit Symbol, Digit Symbol-Coding, Coding. In <i>Neuropsychological assessment</i> (5th ed.) (pp. 400-401). Oxford University Press. Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Trail Making Test (TMT). In <i>A compendium of neuropsychological tests</i> (4th Edition) (pp. 518-549). Oxford University Press Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Wisconsin Card Sorting Test (WCST). In <i>A compendium of neuropsychological tests</i> (4th Edition) (pp. 583-602). Oxford University Press
9. Tests of visuo-spatial skills (JLO, Drawing tests)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Judgment of Line Orientation (JLO). In <i>A compendium of neuropsychological tests</i> (4th Edition) (pp. 858-871). Oxford University Press Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Bicycle Drawing. Clock Drawing (pp.832-839). Oxford University Press.
10. Emotional intelligence as cognitive ability	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2001). Emotional Intelligence as a Standard Intelligence, <i>Emotion</i>, 1(3), 232-242. https://doi.org/10.1037/1528-3542.1.3.232
11. The neuropsychological examination – part I (Sources of information; Cultural aspects)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Hebben, N. & Milberg, W. (2010). <i>Essentials of Neuropsychological Assessment</i>. Second Edition. John Wiley & Sons Nussbaum, S., Parsons, J.R., Crisan, I., & Erdodi, L. (2024). Complications in Neuropsychological Assessment. In G. Young (Ed.). <i>Handbook of Psychological Injury and Law</i>. Springer Nature. https://doi.org/10.1007/978-3-031-69734-0_11
12. The neuropsychological examination – part II (Mental status examination; Screening for cognitive decline)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Mini-Mental State Examination (MMSE, MMSE-2). Montreal Cognitive Assessment (MoCA). In <i>A compendium of neuropsychological tests</i> (4th Edition) (pp. 237-273). Oxford University Press RUDAS Administration and Scoring Guide. www.dementia.org.au/sites/default/files/20110311_2011RUDASAdminScoringGuide.pdf
13. Assessment of performance validity – part I (memory-based PVTs)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> Crișan, I. & Erdodi, L. (2022). Examining the cross-cultural validity of the Test of Memory Malingering and the Rey 15-item Test. <i>Applied Neuropsychology: Adult</i>, https://doi.org/10.1080/23279095.2022.2064753 Crișan, I., Maricuțoiu, L.P., & Sava, F.A., (2021). Strategies to detect invalid performance in cognitive testing: An updated and extended meta-analysis. <i>Current</i>

		<p>Psychology. https://doi.org/10.1007/s12144-021-01659-x</p> <ul style="list-style-type: none"> • Crișan, I & Sava, F.A. (2023). Validity assessment in Eastern Europe: cross-validation of the Dot Counting Test and MODEMM against the TOMM-1 and Rey-15 in a Romanian mixed clinical sample. Archives of Clinical Neuropsychology. Advance online publication. https://doi.org/10.1093/arclin/acad085
14. Assessment of performance validity – part II (non-memory-based PVTs)	Lecture, demonstration, conversation, in-class exercises	<ul style="list-style-type: none"> • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). Dot Counting Test (DCT). In A compendium of neuropsychological tests (4th Edition) (pp. 937-944). Oxford University Press. • Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Batteries and Tests developed for Neuropsychological Assessment. In A compendium of neuropsychological tests: Administration, norms, and commentary (pp. 786-788; 791-793; 798-799; 802-803) • Strutt, A. M. & Stinson, J. M. (2022). Performance validity testing with culturally diverse individuals and Non-Native English Speakers. The need for a cultural perspective in neuropsychological practice. In R.W. Schroeder & P.K. Martin (Eds.), Validity Assessment in Clinical Neuropsychological Practice. Evaluating and Managing Noncredible Performance. (pp. 211-232). Guilford Press.
<p>References (posted on Google Classroom):</p> <ul style="list-style-type: none"> • Bates, T. (2007). Intelligence and Cognitive Abilities. In Haslam, N. (Ed.), Introduction to Personality and Intelligence (pp. 257-293). Sage Publications. • Crișan, I. & Erdodi, L. (2022). Examining the cross-cultural validity of the Test of Memory Malinger and the Rey 15-item Test. Applied Neuropsychology: Adult, https://doi.org/10.1080/23279095.2022.2064753 • Crișan, I., Maricuțoiu, L.P., & Sava, F.A., (2021). Strategies to detect invalid performance in cognitive testing: An updated and extended meta-analysis. Current Psychology, 1-23 https://doi.org/10.1007/s12144-021-01659-x • Crișan, I & Sava, F.A. (2023). Validity assessment in Eastern Europe: cross-validation of the Dot Counting Test and MODEMM against the TOMM-1 and Rey-15 in a Romanian mixed clinical sample. Archives of Clinical Neuropsychology. Advance online publication. https://doi.org/10.1093/arclin/acad085 • Hebben, N. & Milberg, W. (2010). Essentials of Neuropsychological Assessment. Second Edition. John Wiley & Sons • Hunsley, J. & Mash, E. J. (2010). Evidence-based Assessment. In Barlow, D.H. & Nathan, P.E. (Eds.). The Oxford Handbook of Clinical Psychology (pp. 76-98). Oxford University Press. • Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press. • Meyers, J. E. & Meyers, K. R. (1995). Rey Complex Figure Test and Recognition Trial. Professional Manual. Psychological Assessment Resources. • Nussbaum, S., Parsons, J.R., Crisan, I., & Erdodi, L. (2024). Complications in Neuropsychological Assessment. In G. Young (Ed.). Handbook of Psychological Injury and Law. Springer Nature. https://doi.org/10.1007/978-3-031-69734-0_11 • Sherman, E.M.S., Tan, J. E.E., & Hrabok, M. (2022). A compendium of neuropsychological tests (4th Edition). Oxford University Press. 		

<ul style="list-style-type: none"> • Strauss, E., Sherman, E.M.S., & Spreen, O. (2006). A compendium of neuropsychological tests: Administration, norms, and commentary. Oxford University Press • Strutt, A. M. & Stinson, J. M. (2022). Performance validity testing with culturally diverse individuals and Non-Native English Speakers. The need for a cultural perspective in neuropsychological practice. In R.W. Schroeder & P.K. Martin (Eds.), Validity Assessment in Clinical Neuropsychological Practice. Evaluating and Managing Noncredible Performance. (pp. 211-232). Guilford Press. 		
7.2 Seminar / laboratory	Teaching methods	Observations
1. Introduction to cognitive assessment	Conversation, demonstration, exercise	Organization of seminars. Discussion of topics. Q&A
2. Psychometrics	Conversation, demonstration, exercise	Exercises - Conversion of raw scores into standardized scores; interpretation of standardized scores
3. Intelligence tests	Conversation, demonstration, exercise	RPM – administration, scoring, and interpretation exercises WAIS – Interpretation of profiles
4. Memory and learning tests – part I	Conversation, demonstration, exercise	RAVLT & HVLT - administration, scoring, and interpretation exercises
5. Memory and learning tests – part II	Conversation, demonstration, exercise	RCFT - administration, scoring, and interpretation exercises BVRT – Interpretation of protocols
6. Verbal functions and language tests	Conversation, demonstration, exercise	BNT-15, NAME, & Verbal fluency tests - administration, scoring, and interpretation exercises
7. Attention tests	Conversation, demonstration, exercise	Digit Span & Stroop - administration, scoring, and interpretation exercises
8. Executive functions tests	Conversation, demonstration, exercise	CD, TMT - administration, scoring, and interpretation exercises
9. Tests of visuo-spatial abilities	Conversation, demonstration, exercise	Clock Drawing Test, Bicycle Drawing test, JLO - administration, scoring, and interpretation exercises
10. Report writing	Conversation, demonstration, exercise	Exercises on how to write assessment reports - Students will report results with and without AI assistance, and compare report types
11. The neuropsychological examination – part I	Conversation, demonstration, exercise	Discussion of case studies
12. The neuropsychological examination – part II	Conversation, demonstration, exercise	MMSE, MoCA – administration, scoring, and interpretation exercises
13. Assessment of performance validity – part I	Conversation, demonstration, exercise	Administration, scoring, and interpretation of PVT profiles
14. Assessment of performance validity – part II	Conversation, demonstration, exercise	Administration, scoring, and interpretation of PVT profiles

References:

All references corresponding to seminar topics will be posted on Google Classroom before each related course and seminar.

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

Core competencies for psychologists acquired through this discipline include foundational competencies (e.g., knowledge of cognitive tests, their functions, and addressed populations, skills in administering tests and scoring test results) and functional competencies (e.g., decision-making, test selection, and result interpretation according to assessment parameters). Such competencies are relevant in any field of psychological assessment (clinical, organizational, educational, forensic).

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Written examination Mandatory task	The examination will be based on information provided in the course and seminar materials, according to references available in this syllabus. The exam form will contain items in multiple-choice format and items requiring the application of acquired knowledge to practical assessment situations	50%
9.5 Seminar / laboratory	Portfolio Mandatory task	Written portfolio – a cognitive profile containing at least 4 tests evaluating different cognitive functions (deadline: week 13)	40%
9.5.1. Ex officio point		Calculated as 0.5% of the course and seminar marks	10%
9.5.1. Bonus points	Participation in research	Volunteering as a participant in studies conducted by the tenured teacher can bring additional 0.5-1 point to the seminar mark.	10%
9.6 Minimum performance standard			
<p>The final grade will be calculated as the weighted average of the marks on each activity type [(Written exam * 50%) + (Portfolio * 40%) + Ex officio point]. Students need to complete both tasks to graduate from the course. A minimal mark of 5 in the written examination is required to compute the total mark. A minimal mark of 5 is also required to graduate from the course.</p> <p>Re-examination standard: The same criteria apply to re-examination sessions. The bonus points will be awarded in any session, on the condition of passing the final examination. Students who do not meet the minimum attendance conditions can compensate for a maximum of 3 attendance points by completing an additional task at the end of the semester. Students who lack more than 3 attendance points but have handed in the seminar portfolio during the semester will take the written examination in the B or C sessions. Students who have not attended the seminars nor handed in the portfolio during the semester will have to enroll again in the following year.</p>			

Date of completion
15.09.2025

Tenure teacher,
Iulia CRIȘAN, Ph.D.
Lecturer

Date of approval in department

Head of Department,
Delia VÎRGĂ, Ph.D.
Professor