University of Gdańsk

Subject card

Subject name and code	The diagnostics of intelligence during lifetime, PG_00148282						
Field of study	Psychology						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2028/2029			
Education level	uniform Master's studies		Subject group	Obligatory subject group in the field of study Subject group related to scientific research in the field of study			
Mode of study	full-time studies		Mode of delivery	at the university			
Year of study	3		Language of instruction	Polish			
Semester of study	5		ECTS credits	4.0			
Learning profile	academic		Assessment form	credit			
Conducting unit	Division of Developmental Psychology and Psychopathology -> Institute of Psychology -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Dorota Dykalska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours	Self-study	SUM	
	Number of study hours	30		10.0	60.0	100	
Subject objectives	The main aim of the course is to prepare students practically for the profession of psychologist-diagnostician. To acquire knowledge of intelligence diagnostic tools and practical skills that will enable graduates to conduct and interpret intelligence diagnostics using tools available in Poland.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_K06] He/she is responsible for his/her own preparation for work, decisions taken, actions taken and their effects, he/she feels responsible towards people for whom good he/she tries to act, he/she expresses such an attitude in the environment of specialists and indirectly models this approach among others.	Has structured knowledge of the structure of psychological diagnosis. The student is cautious/critical in expressing opinions, works independently, shows responsibility for conducting an intelligence test, takes care of borrowed tests, follows the test procedure. Is convinced of the necessity and importance of professional behaviour and observes professional ethics in intelligence diagnostics. He is characterized by his ability to write an intelligence diagnosis and by his responsibility for his own preparation for work, for the activities carried out and for the presentation of their results. He/she is sensitive to the ethical problems associated with the conduct of diagnostic research in the field of intelligence.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[PSYCHJ5_W10] Has an in-depth and expanded knowledge of the biological, pedagogical, social and philosophical bases of human mental functioning; understands the nature of functionality and dysfunctionality, harmony and disharmony, norm and pathology.	The student is familiar with the terminology used in intelligence assessment. Understand the ethical and legal aspects of intelligence assessment and the technical aspects of testing.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[PSYCHJ5_W09] He/she has structured knowledge of the theory of upbringing, learning and teaching, other educational processes and various educational environments, their specificity and processes taking place in them.	The student has an in-depth knowledge of contemporary concepts and research in the field of intelligence diagnosis, and understands its historical and cultural context. The student knows what behaviors to observe during the assessment and is able to interpret them.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[PSYCHJ5_U07] He/she has in-depth skills of observing, diagnosing, rationally assessing complex psychological situations and analysing motives and patterns of human behaviour.	The student will list the instruments used to diagnose intelligence, the subtests included in the SB5, WISC-V, CFT 1-R, Leiter-3, describe the abilities measured by each subtest and draw simple conclusions. The student will make an appropriate choice of methods to be used in the diagnosis of intelligence, depending on the individual situation of the person being examined. The student classifies intelligence quotients. The student will be able to calculate the age of the subject at the time of the test. The student will be able to analyze the results obtained during the test, calculating raw results, recalculated results, intelligence quotients, confidence intervals and centiles. The student will be able to interpret profilograms and psychograms obtained in intelligence measurement tests. The student will be able to write a psychological diagnosis according to the required structure.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work

Subject contents	1. Ethical and Legal Aspects of Intelligence Diagnosis 2. Determinants of test selection decisions 3. Psychometric Values of Tests 4. Measurement of intelligence - historical overview 5. Technical aspects of testing (physical conditions, room organization, use of testing aids) 6. Observation of behavior during testing 7. Structure of Psychological Diagnosis 8. Diagnosis of intelligence of a young child: Leiter-3, Culture Neutral Test of Intelligence (CFT 1-R) 9. Diagnosis of intelligence during school years: Stanford Binet V Intelligence Scale (SB5), Wechsler Intelligence Scale for Children - V (WISC-V) 10. Diagnosis of adult intelligence: D Intelligence Scale. Wechsler - WAIS-R(PL2) - test procedure and calculation of results, examples of available tests for diagnosis of fluid and crystallized intelligence 11. Case Studies: Intelligence Diagnosis of Exceptionally Gifted Individuals, Intelligence Diagnosis of Individuals with Intellectual Disabilities, Intelligence Diagnosis of Individuals with Specific Learning Disabilities, Intelligence Diagnosis of Patients with Neurological Disorders
Prerequisites and co-requisites	none

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
psychological opinion	51.0%	100.0%

Recommended reading

Basic literature

A. Literature required for final course credit (passing the exam):A.1. Used during the class

1. Bednarek, D. (2016). Zawód psycholog. Regulacje prawne i etyka zawodowa. Warszawa: Wydawnictwo Naukowe PWN.
2. Brzeziński, J., Gaul, M., Hornowska, E., Jaworowska, A. Machowski, A., & Zakrzewska, M. (2004). Skala Inteligencji D. Wechslera dla dorosłych. Wersja zrewidowana renormalizacja. Warszawa: Pracownia Testów Psychologicznych PTP.
3. Dykalska, D., Łada, A., Godlewska-Werner, D., & Bieleninik, Ł. (2019). Diagnoza inteligencji. Skrypt do zajęć. skrypt przygotowany w ramach programu ProUG
4. Gale, H.R., Sajewicz-Radtke, U., Radtke, B.M., & Lipowska, M. (2017). Skala Inteligencji Stanford-Binet , Edycja Piąta. Gdańsk: Pracownia Testów Psychologicznych i Pedagogicznych.
5. Hornowska, E. (2004). Skala Inteligencji dla Dorosłych Davida Wechslera WAIS-R oraz WAIS-III. s. 13-25 i 70-112. Warszawa: Wydawnictwo Naukowe SCHOLAR.
6. Leiter, R. G. (Polska standaryzacja i podręcznik: Jaworowska, A., Matczak, A., & Szustrowa, T.).(2009). Międzynarodowa Wykonaniowa Skala Leitera P-93. Warszawa: Pracownia Testów Psychologicznych PTP.
7. Weiß, R. H., & Osterland, J. (2011). Neutralny Kulturowo Test Inteligencji Cattella CFT 1-4. . Warszawa: Pracownia Testów Psychologicznych PTP.

Supplementary literature

B. Supplementary literature:

1. Jaworowska, A., Matczak, A. (2002). Omnibus. Test inteligencji. Warszawa: Pracownia Testów Psychologicznych PTP.
2. Jaworowska, A., Szustrowa, T. (2000). Test Matryc Ravena w wersji standard. Formy: Klasyczna, Równoległa, Plus. Warszawa: Pracownia Testów Psychologicznych PTP.
3. Matczak, A., Jaworowska, A., Ciechanowicz, A. Stańczak, J. (2006). Bateria Testów APIS-Z. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.
4. Matczak, A., Martowska, K. (2013). Neutralny Kulturowo Test Inteligencji - wersja 3 Raymonda B. Cattella i Alberty K. S. Cattell. CFT-3. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.
5. Strelau, J.(1997). Inteligencja człowieka.Warszawa: Wydawnictwo Żak.

eResources addresses

Example issues/ example questions/ tasks being completed	On the basis of the presented test results and interview data/information from the child's teacher, prepare a psychological opinion including a description of the subscales of the given test along with the determination of the intelligence quotient. Develop post-diagnostic recommendations.
Work placement	Not applicable

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