

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	Research Methods and Statistics II						
2.2 Tenured teacher - course activities	Assist. Prof. Cristina Maroiu, Ph.D.						
2.3 Tenured teacher – seminar / laboratory activities	Assist. Prof. Cristina Maroiu, Ph.D.						
2.4 Study year	III	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	DO
2.5 Google Classroom code	ujwfdqut						

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

3.1 Number of hours per week	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					30
Additional documentation in the library, on specialist electronic platforms / in the field					14
Preparing seminars/labs, homework, papers, portfolios, and essays					25
Tutoring					-
Examinations					2
Other activities					-
3.7 Total hours of individual study	94				
3.8 Total hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Prerequisites (where necessary)

4.1 for curriculum	Research Methods and Statistics II
4.2 for competencies	Not applicable

4.3 Conduct regarding the use of Generative Artificial Intelligence (genAI) tools	<p>Within this course, the use of genAI tools (e.g., ChatGPT, Gemini, Claude, Copilot etc.) is allowed only under the conditions set by the course/seminar instructor and in compliance with academic integrity standards.</p> <p>Permitted uses: brainstorming ideas, support for writing and structuring, translations, language revisions, generation of images, charts, diagrams, illustrations, video or audio materials, avatars, and other digital objects, exclusively for educational purposes.</p> <p>Prohibited uses: fully generating assignments (essays, reports, projects) or presenting content created by genAI as being solely one's own work.</p> <p>Failure to declare the use of genAI is considered a breach of academic integrity standards and will be handled in accordance with UVT regulations.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> -verifying the accuracy and relevance of the generated content, -respecting confidentiality and copyright, -critically and personally integrating the results obtained with genAI.
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5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> • Classroom / Aula with a video projector and internet connection. • Attendance for a minimum of 7 lectures during the semester.
5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> • Attendance for a minimum of 9 seminars during the semester (7 seminars for those who are employed)

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

Knowledge	The knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological and cognitive science research and practice
Skills	<p>The ability to analyze and interpret empirical data, to critically and constructively evaluate one's own research approach.</p> <p>The ability to apply the acquired knowledge to situations with a medium degree of complexity and to formulate well-argued specialized conclusions.</p> <p>The ability to identify key issues for psychological research and practice.</p> <p>The ability to develop a psychological research project of medium complexity, based on the main psychological paradigms and theories acquired.</p>
Responsibility and autonomy	<p>The ability to work independently (or with minimal guidance) to obtain information</p> <p>Mastering the strategies of rigorous, efficient and responsible work, punctuality and taking personal responsibility for the result, based on the principles, norms and values of the professional ethics code.</p> <p>The development of permanent and conscious self-control skills regarding the motivations for learning, by referring to one's own professional and personal development goals.</p>

7. Contents

7.1 Course	Teaching methods	Observations
C1. Introductory course: general presentation of the field of psychotherapy	Lecture, demonstration, debate, group discussion	To read: American Psychological Association. (2013). Recognition of psychotherapy effectiveness. <i>Psychotherapy (Chicago, Ill.)</i> , 50(1), 98-101.
C2. Approaches in psychotherapy: Psychoanalysis and the psychodynamic approach	Lecture, demonstration, debate, group discussion	To read: Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i> . Cengage Learning, pp.41-76.
C3. Approaches in psychotherapy: Person-centered	Lecture, demonstration, debate, group discussion	To read: Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i> . Cengage Learning, pp. 153-187.
C4. Approaches in psychotherapy: The cognitive-behavioral approach	Lecture, demonstration, debate, group discussion	To read: Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i> . Cengage Learning, pp. 263-298.
C5. Approaches in psychotherapy: The systemic approach	Lecture, demonstration, debate, group discussion	To read: Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i> . Cengage Learning, 405-438.
C6. Common factors and specific factors in psychotherapy	Lecture, demonstration, debate, group discussion	To read: Cuijpers, P., Reijnders, M., & Huibers, M. J. (2019). The role of common factors in psychotherapy outcomes. <i>Annual Review of Clinical Psychology</i> , 15, 207-231.
C7. Integrative psychotherapy	Lecture, demonstration, debate, group discussion	To read: Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i> . Cengage Learning, pp. 475-505.
C8. Research in psychotherapy/ evidence-based practice	Lecture, demonstration, debate, group discussion	To read: Chwalisz, K. (2003). Evidence-based practice: A Castonguay, L. G., Constantino, M. J., & Beutler, L. E. (Eds.). (2019). <i>Principles of change: How psychotherapists implement research in practice</i> . Oxford University Press, pp. 13-41.
C9. Research in psychotherapy/ evidence-based practice: what do we know about the use of AI for psychotherapy?	Lecture, demonstration, debate, group discussion	To read: Parshall, A. (2025, August 13). Why AI 'Therapy' Can Be So Dangerous. Scientific American. Retrieved from https://www.scientificamerican.com/article/why-ai-therapy-can-be-so-dangerous/
C10. Contemporary psychotherapeutic approaches	Lecture, demonstration, debate, group discussion	To read: Hayes, S. C. (2005). <i>Get out of your mind and into your life: The new acceptance and</i>

		<i>commitment therapy</i> . New Harbinger Publications, pp. 9-43.
C11. Contemporary psychotherapeutic approaches	Lecture, demonstration, debate, group discussion	To read: Greenberg, L. S. (2016). <i>Emotion-focused therapy</i> . American Psychological Association, pp.31-67.
C12. Contemporary psychotherapeutic approaches	Lecture, demonstration, debate, group discussion	To read: Pederson, L. D. (2015). <i>Dialectical behavior therapy: A contemporary guide for practitioners</i> . John Wiley & Sons, pp. 31-39.
C13. Ethics in psychotherapy	Lecture, demonstration, debate, group discussion	To read: American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i> . https://www.apa.org/ethics/code
C14. Review course/ Recap	Lecture, demonstration, debate, group discussion	-
<p>Fundamental bibliography:</p> <p>American Psychological Association. (2013). <i>Recognition of psychotherapy effectiveness</i>. <i>Psychotherapy (Chicago, Ill.)</i>, 50(1), 98-101.</p> <p>Sharf, R. S. (2018). <i>Theories of psychotherapy & counseling: Concepts and cases</i>. Cengage Learning.</p> <p>Cuijpers, P., Reijnders, M., & Huibers, M. J. (2019). <i>The role of common factors in psychotherapy outcomes</i>. <i>Annual Review of Clinical Psychology</i>, 15, 207-231</p> <p>Chwalisz, K. (2003). Evidence-based practice: A Castonguay, L. G., Constantino, M. J., & Beutler, L. E. (Eds.). (2019). <i>Principles of change: How psychotherapists implement research in practice</i>. Oxford University Press, pp. 13-41.</p> <p>Hayes, S. C. (2005). <i>Get out of your mind and into your life: The new acceptance and commitment therapy</i>. New Harbinger Publications, pp. 9-43.</p> <p>Greenberg, L. S. (2016). <i>Emotion-focused therapy</i>. American Psychological Association, pp.31-67.</p> <p>Pederson, L. D. (2015). <i>Dialectical behavior therapy: A contemporary guide for practitioners</i>. John Wiley & Sons, pp. 31-39.</p> <p>American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i>. https://www.apa.org/ethics/code</p>		
7.2 Seminar / laboratory	Teaching methods	Observations
S1. Introductory seminar general presentation of the field of psychotherapy	Presentation, discussion	Overview of the seminars, types of activities and requirements, evaluation means and standards.
S2. Approaches in psychotherapy: Psychoanalysis and the psychodynamic approach	Case-studies Discussion Exercises	Applications for the content covered in the course.
S3. Approaches in psychotherapy: The humanistic approach	Case-studies Discussion Exercises	Applications for the content covered in the course.
S4. Approaches in psychotherapy: The	Case-studies Discussion Exercises	Applications for the content covered in the course.

cognitive-behavioral approach		
S5. Approaches in psychotherapy: The systemic approach	Case-studies Discussion Exercises	Applications for the content covered in the course.
S6. Common factors and specific factors in psychotherapy	Case-studies Discussion Exercises	Applications for the content covered in the course
S7. Integrative psychotherapy	Demonstration Exemplification Exercises	Applications for the content covered in the course
S8. Research in psychotherapy/ evidence-based practice	Case-studies Discussion Exercises	Applications for the content covered in the course
S9. Research in psychotherapy/ evidence-based practice: what do we know about the use of AI for psychotherapy?	Demonstration Discussion Exemplification	Applications for the content covered in the course
S10. Contemporary psychotherapeutic approaches	Demonstration Discussion Exemplification	Applications for the content covered in the course
S11. Contemporary psychotherapeutic approaches	Demonstration Discussion Exemplification	Applications for the content covered in the course
S12. Contemporary psychotherapeutic approaches	Demonstration Discussion Exemplification	Applications for the content covered in the course
S13. Ethics in psychotherapy	Demonstration Discussion Exemplification	Applications for the content covered in the course
S14. Review interventions/ Recap	Demonstration Discussion Exemplification	Review
Fundamental bibliography: Sharf, R. S. (2018). Theories of psychotherapy & counseling: Concepts and cases. Cengage Learning. Recommended bibliography: Hill, C. E., & Norcross, J. C. (Eds.). (2023). Psychotherapy skills and methods that work. Oxford University Press.		

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

The present discipline aims to develop the ability to responsibly choose a specialization in psychotherapy, to operate appropriately with specific concepts, and to carry out minimal specific interventions – as professional competencies.

The ability to practice one's profession in accordance with ethical standards, particularly in intervention activities within the general field of mental health – as a transversal competency.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Final exam The exam will contain multiple-choice items & open ended questions. This exam takes place at the end of the semester, during the official examination period.		60%
9.5 Seminar / laboratory	In-class activity: individual assignment	Each student will prepare an in-class activity that will illustrate a psychotherapeutic technique. Details will be provided during the first seminar.	20%
	Reflexive Journal	The reflexive journal will be based on the in-class activities. Details will be provided during the first seminar.	20%
9.6 Bonus points	Bonus for participating in research projects	Students participating in research projects announced by the tenured teacher can accumulate up to 0.5 points.	5%
9.7 Minimum performance standard The final grade will be calculated based on the total number of points cumulated during the semester through the three assessment tasks $[(\text{final exam} * 60\%) + (\text{In-class activity: individual assignment} * 20\%) + (\text{Reflexive Journal} * 20\%)] = \text{Final grade}$. The minimum required grade to pass this course is 5. Both seminar activities need to be completed to participate in the final exam. To regain attendance, students will receive an additional task (e.g., presenting a Reaction paper). The bonus points are added to the grade only after accumulating the minimum required grade from the four existing course assessments. Should a student not obtain the necessary number of points during an examination period, bonus points are reported for future examination periods. Students with no class attendance will have to enroll for the class again in the coming semesters.			

Date of completion:
12.09.2025

Tenure teacher:
Cristina MAROIU, Ph.D.
Assist. Prof

Date of approval in the department

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