

SYLLABUS

1. Program details

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

2. Discipline details

2.1 Discipline name	Behavioral Genetics						
2.2 Tenured teacher - course activities	Lecturer Otilia TUDOREL, Ph.D.						
2.3 Tenured teacher – seminar / laboratory activities	Lecturer Otilia TUDOREL, Ph.D.						
2.4 Study year	3	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	DS, DOP
2.5 Google Classroom code	go72xh5a						

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					20
Additional documentation in the library, on specialist electronic platforms / in the field					15
Preparing seminars/labs, homework, papers, portfolios, and essays					15
Tutoring					5
Examinations					2
Other activities					12
3.7 Total hours of individual study	69				
3.8 Total hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Prerequisites (where necessary)

4.1 for curriculum	• Not necessary
4.2 for competencies	• Not necessary

5. Conditions (where necessary)

5.1 for conducting the course	• 50% attendance
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5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> • 70% attendance. For working students, the required attendance is 50% (based on proof from the workplace)
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Technical requirements for access and participation

All course and seminar materials will be uploaded to the Google Classroom platform. Students must register on Classroom using the course code with their institutional email address.

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

Knowledge	<ul style="list-style-type: none"> ✓ logically and articulately describes the basic principles underlying the science of psychology, within current professional practice ✓ explains the main features of psychopathological symptomatology and/or dysfunctional/maladaptive behavior (including clinical, occupational, educational environments, etc.) in psychological diagnosis/intervention ✓ adequately locates the main psychological theories in the dominant paradigms of the discipline when conducting an analysis of the specialized literature ✓ operates with theoretical constructs, which are clearly delimited by common sense knowledge, which are capitalized on in psychological measures with robust psychometric characteristics (validity, fidelity, sensitivity, face validity, etc.) ✓ operates pertinently with the language and terminology specific to the field, in the interaction with the beneficiary of psychological services, so that he understand the message transmitted ✓ demonstrates the acquisition of the most recent research based on empirical evidence, which substantiates professional practice (transfer of good practices), through the supervision approach ✓ demonstrates acquiring relevant knowledge from fields related to psychology, to integrate it into the relationship with the beneficiary of psychological services. ✓ demonstrates the acquisition of consistent knowledge about interindividual differences by operationalizing theories about personality, when in relationship with the beneficiaries of psychological services
Skills	<ul style="list-style-type: none"> ✓ critically analyzes information from scientific literature, medical/educational/organizational documents, stakeholder analysis and other available sources, when providing psychological services to clients ✓ expresses a range of interpersonal skills (e.g., verbal fluency, emotional/affective expressiveness, persuasion, warmth/acceptance of the other, empathy, perspective-taking, behavioral consistency) in the relationship with the client ✓ formulates and communicates professional information in a manner adapted to the specifics of the interlocutor, under supervision. ✓ presents information coherently, using clear language and appropriate written materials, making reasonable adjustments to optimize understanding in front of an audience, under supervision

	<ul style="list-style-type: none"> ✓ applies effective learning strategies throughout the professional biography, identifying new needs and areas of professional development, ✓ examines and analyzes information from a wide range of sources and environments to capitalize on them in the psychological approach. ✓ uses critical thinking in the substantiation of psychological diagnosis/intervention ✓ develop digital skills necessary for effective relationships with team partners and clients, under supervision ✓ adopts multiple perspectives in interpreting personality dynamics. ✓ identifies individual differences through the appropriate application of personality theories within professional practice, under supervision
Responsibility and autonomy	<ul style="list-style-type: none"> ✓ demonstrates professionalism by asking pertinent questions to understand the causes of the client's behavior and the interpretation of the events in which he is involved when interacting with him. ✓ demonstrates interpersonal openness by being willing to respond to the client's needs and objectives in the relationship with him ✓ demonstrates kindness and concern for others, taking into account the client's emotional state in the psychologist-client interaction. ✓ assumes a responsible attitude in the psychologist-client interaction in the diagnosis/intervention process ✓ responsibly integrates technology into the learning and professional development process ✓ critically reflects on the progress made in the learning process ✓ distinguishes between scientifically validated information and that provided by common knowledge, in the professional relationships between the psychologist and the client ✓ demonstrates an open attitude, based on intellectual curiosity, in exploring the human psychic system and personality ✓ demonstrates team spirit, sincerity, tolerance, empathy and respect in the interaction with other partners in work teams and with supervisors. ✓ indicates the willingness to explore new experiences, values and knowledge, which are specific to different personal and social identities. ✓ empathizes with the "other" by demonstrating the desire to understand and share one's own and others' feelings in an effort to gain psychological knowledge. ✓ expresses curiosity and respect for different social/cultural identities in professional practice

7. Contents

7.1 Course	Teaching methods	Observations
C1. Genes and environment	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.
C2. Structural elements of heredity	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.

		Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C3. Pedigree	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C4. Types of hereditary transmission: Autosomal dominant and recessive	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York. Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C5. Types of hereditary transmission: X-linked dominant and recessive	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York. Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C6. Genetic counselling (1)	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C7. Midterm exam (1)		Multiple choice exam
C8. Genetic counselling (2)	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C9. Midterm exam (2)	Teaching, explaining, examples, case studies	Only for students who did not participate in the first midterm exam or did not pass it
C10. Down Syndrome	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York. Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications
C11. Adult psychopathology	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.
C12. Personality and personality disorders	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.
C13. Substance use disorders	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.

C14. Health psychology and aging	Teaching, explaining, examples, case studies	Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York.
Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York. Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications		
7.2 Seminar / laboratory	Teaching methods	Observations
S1. Introductory seminar	Presentation, discussion, examples	The conditions for conducting the seminars, the working and evaluation methods, and the topics to be addressed in each course and seminar are presented.
S2. Genes and environment	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S3. Structural elements of heredity	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S4. Pedigree	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S5. Types of hereditary transmission: Autosomal dominant and recessive	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S6. Types of hereditary transmission: X-linked dominant and recessive	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S7. Genetic counselling (1)	Exercise, case study, explanation, demonstration	<ul style="list-style-type: none"> ➤ Individual and group practical exercises ➤ Case studies
S8. Seminar assignment presentation (identifying the type of hereditary transmission based on a pedigree)	Seminar assignment	Group presentation
S9. Seminar assignment	Seminar assignment	Group presentation

presentation (identifying the type of hereditary transmission based on a pedigree)		
S10. Down Syndrome	Exercise, case study, explanation, demonstration	➤ Individual and group practical exercises ➤ Case studies
S11. Adult psychopathology	Exercise, case study, explanation, demonstration	➤ Individual and group practical exercises ➤ Case studies
S12. Personality and personality disorders	Exercise, case study, explanation, demonstration	➤ Individual and group practical exercises ➤ Case studies
S13. Substance use disorders	AI-assisted exercises, case study	➤ Individual and group practical exercises ✓ Developing skills for the critical use of artificial intelligence in an academic context. ✓ Strengthening knowledge about the role of the amygdala and hippocampus in processing emotions and memory. ✓ Practising critical thinking and scientific discernment.
S14. Health psychology and aging	Exercise, case study, explanation, demonstration	➤ Individual and group practical exercises ➤ Case studies
	Exercise, case study, explanation, demonstration	➤ Individual and group practical exercises ➤ Case studies
References: Tudorel, O. Course notes, 2024 Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. (2013). Behavioral genetics (6th ed.). Worth Publishers, New York. Understanding genetics. Genetic Alliance. www.geneticalliance.org/publications		

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 profession of psychologist requires an interdisciplinary education, which includes neuroscience topics that are indispensable to the profession of psychologist in general and clinical psychologist in particular. Applicability concerns the understanding of the human organism with bio-psycho-social function.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
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9.4 Course	Midterm exam	In the 7th week of the semester, students will take a midterm exam consisting of multiple-choice questions covering the topics taught up to that point (C1–C6). The midterm will be repeated in the 9th week only for students who were absent or did not pass. The syllabus will remain the same as for the first midterm. The midterm is mandatory for participation in the final exam session. The minimum passing grade is 5 (five).	75%
	Exam	The final exam will take place face-to-face and will consist of multiple-choice questions as well as open-ended questions, covering the topics taught in the exam session (lectures C7–C13).	
9.5 Seminar	Seminar assignment presentation	In seminars 6 and 7, students will present the seminar assignment prepared based on information from the lectures and seminars. The assignment must be uploaded to Google Classroom at least two days before the presentation date. At the end of the semester, each student must have passed the seminar evaluation, meaning that the grade obtained must be at least 5 (five). Passing the seminar with a minimum grade of 5 (five) is a prerequisite for sitting the final exam. The seminar grade is carried over and does not need to be retaken in each resit or grade-improvement session. The organization of activities and evaluations, communication with students, and the provision of materials and results will take place both face-to-face and through the Google Classroom platform.	25%
9.6 Minimum performance standard			
<p>Exam admission requirements:</p> <ul style="list-style-type: none"> ✓ Completion and passing of the semester assignment given during the seminar ✓ Passing the midterm exam ✓ Attendance of at least 50% of lectures (minimum 7 attendances) and 70% of seminars (minimum 9 attendances). <p>Meeting the attendance requirements is mandatory to be admitted to the exam. Students who do not meet these requirements will not be allowed to take the first exam session, even if they have passed the seminar. To recover attendance and be allowed to take the exam in session B, they must complete an additional assignment consisting of solving a case study, based on the information provided during the seminar. This material must be submitted at least 7 days before the scheduled date for the retake exam (details will be available on Classroom). Specific instructions will be provided during the seminar.</p> <p>Students with zero attendance at seminars must re-enroll in the course.</p>			

Exam admission requirements:

Session A: passing the seminar and the midterm exam, and 70% seminar attendance. For employed students, mandatory seminar attendance is reduced to 50% (with official proof from the employer). The minimum course attendance required to take the exam is 50%.

Failure to accumulate the minimum seminar attendance during the semester leads to the impossibility of taking the exam in Session A, even if the midterm exam and/or seminar have been passed.

Students who do not meet the seminar attendance requirements cannot take the first exam session, even if they have passed the seminar.

To compensate and be eligible for **Session B**, they must complete an additional assignment, as explained to them during the seminar. The material must be submitted at least 7 days before the exam. Details on how to complete this task will be provided during the seminar. Failure to pass the midterm exam and/or seminar with at least a grade of 5 (five) requires re-enrollment in the course.

Grading:

The final grade is calculated as follows:

$(\text{seminar grade} \times 25\%) + ((\text{average of midterm} + \text{final exam}) \times 75\%)$

To pass the final exam and the semester assessments (seminar and midterm), a minimum grade of 5 (five) is required.

The exams will be held face-to-face.

Policy on the Use of Artificial Intelligence (AI)

Students may use AI tools in this course for limited purposes such as refining writing, improving clarity and grammar, or conducting information searches. Such use is permitted only insofar as it supports an active learning process and does not replace the student's own creativity, critical thinking, or personal effort in understanding the course material.

Disclosure Requirement

Any use of AI must be explicitly acknowledged in the submitted work. Acceptable forms of disclosure include:

- a footnote,
- a dedicated section following the bibliography (clearly specifying the tool used and its role in completing the task), or
- completion of a Transparency Declaration form (provided on the course platform).

The disclosure must state:

- the tool and version used,
- the type of support provided by generative AI,
- the manner in which the generated content was verified and integrated.

Academic Integrity

Failure to disclose the use of AI will be considered a violation of academic integrity and will be addressed in accordance with UVT regulations.

Student Responsibilities

Students remain responsible for:

- verifying the accuracy and relevance of any generated content,
- respecting confidentiality and copyright,
- critically and personally integrating the results produced with generative AI.

Details of this policy and its implementation will be presented and discussed during the first lecture and seminar session.

Date of completion:
11.09.2025

Tenure teacher:
Otilia TUDOREL, Ph.D.
Lecturer

Date of approval in the department

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