

## 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's Degree                              |
| 1.6 Study program / Qualification | Psychology-Cognitive Science                   |

### 2. Discipline details

|   |  |              |   |                        |   |                       |        |
|---|--|--------------|---|------------------------|---|-----------------------|--------|
| 2.1 Discipline name                                   | <b>Professional Practice III</b>                 |              |   |                        |   |                       |        |
| 2.2 Tenured teacher - course activities               | -  |              |   |                        |   |                       |        |
| 2.3 Tenured teacher – seminar / laboratory activities | Assist. Prof. Gianina LĂZĂRESCU, Ph.D. Candidate |              |   |                        |   |                       |        |
| 2.4 Study year  | 3rd  | 2.5 Semester | 1 | 2.6 Type of assessment | C | 2.7 Discipline regime | DS, DO |
| 2.5 Google Classroom code                             | <b>yk6x32ay</b>                                  |              |   |                        |   |                       |        |

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

|  |            |                      |   |                        |       |
|--|------------|----------------------|---|------------------------|-------|
| 3.1 Number of hours per semester   | 4          | Of which: 3.2 course | - | 3.3 seminar/laboratory | 4     |
| 3.4 Total hours from the curriculum  | 56         | Of which: 3.5 course | - | 3.6 seminar/laboratory | 56    |
| Time fund distribution:  |            |                      |   |                        | hours |
| Study based on the textbook, course material, bibliography, and notes                      |            |                      |   |                        | 4     |
| Additional documentation in the library, on specialist electronic platforms / in the field |            |                      |   |                        | 6     |
| Preparing seminars/labs, homework, papers, portfolios, and essays                          |            |                      |   |                        | 14    |
| Tutoring   |            |                      |   |                        | 18    |
| Examinations   |            |                      |   |                        | 2     |
| Other activities   |            |                      |   |                        | -     |
| 3.7 Total hours of individual study  | <b>44</b>  |                      |   |                        |       |
| 3.8 Total hours per semester   | <b>100</b> |                      |   |                        |       |
| 3.9 Number of credits (ECTS)   | <b>4</b>   |                      |   |                        |       |

### 4. Prerequisites (where necessary)

|                    |   |
|--------------------|---|
| 4.1 for curriculum | <ul style="list-style-type: none"> <li>No prerequisite necessary, however basic knowledge in the fundamentals of psychology, developmental psychology, educational psychology, and experimental psychology is recommended.</li> </ul> |
|--------------------|---|

|                      |   |
|----------------------|---|
| 4.2 for competencies | <ul style="list-style-type: none"> <li>Ability to critically link theoretical psychological constructs with practical applications and real-life contexts.</li> </ul> |
|----------------------|---|

### 5. Conditions (where necessary)

|   |   |
|---|---|
| 5.1 for conducting the course             | <ul style="list-style-type: none"> <li>Not applicable</li> </ul>  |
| 5.2 for conducting the seminar/laboratory | <ul style="list-style-type: none"> <li>Attendance at seminars: minimum 70% (at least 10 attendances)</li> </ul> |

#### Technical requirements for access and participation

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

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

|           |  |
|-----------|--|
| Knowledge | <p>The student/graduate:</p> <ul style="list-style-type: none"> <li>identifies the main possible errors that may occur in the implementation of psychological assessments, interventions, or psychological services</li> <li>appropriately identifies the main characteristics associated with mental health and psychological well-being, with typical and atypical functioning and development, as well as their prerequisites, within the interaction with the beneficiaries of psychological services.</li> <li>distinguishes the main theories and models of communication required in the relationship with the client.</li> <li>distinguishes potential difficulties and problems that may arise from the method or service itself, from the specific characteristics of clients, and identifies ways to overcome these difficulties in client interaction.</li> <li>appropriately uses the language and terminology specific to the field in interactions with the beneficiary of psychological services, ensuring that the conveyed message is clearly understood.</li> </ul> |
| Skills    | <p>The student/graduate:</p> <ul style="list-style-type: none"> <li>adapts psychological terminology in communication with different socio-professional categories targeted as clients, as well as according to the type of diagnosis and intervention.</li> <li>adequately calibrates their behavior when interacting with clients in different emotional states.</li> <li>carries out the necessary steps for interviewing, listening to, and observing the client during interactions.</li> </ul>   |

|                             |  |
|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>critically analyzes information from scientific literature, medical/educational/organizational documents, stakeholder analyses, and other available sources when providing psychological services to clients.</li> <li>selects the most appropriate assessment or intervention methods and techniques from the field of psychology in professional interactions with the beneficiaries of psychological services, under supervision.</li> </ul>   |
| Responsibility and autonomy | <p>The student/graduate:</p> <ul style="list-style-type: none"> <li>consistently applies specific norms, standards, and methodologies in designing psychological assessment procedures</li> <li>demonstrates professionalism by formulating relevant questions to understand the client's behavior and the interpretation of events in which they are involved during interactions.</li> <li>shows interpersonal openness by being responsive to the client's needs and objectives within the relationship.</li> <li>demonstrates calm, professional balance, and adaptability in different contexts, including new or stressful situations, and observes the ethical standards of the psychology profession in all professional settings.</li> <li>demonstrates collaborative openness when working with clients and other individuals, in a relational manner based on respect for the "other."</li> </ul> |

## 7. Contents

| 7.0 Seminar / laboratory   | Teaching methods  | Observations   |
|--|---|--|
| S1. Code of Ethics for Psychologists                               | Lecture, explanation, exemplification, discussions and case studies             | <p>Students will analyze short ethical dilemmas and observe how ethical principles are applied in practice.</p> <p><b>To consult:</b> Structure of the ethical code of the psychology profession. Available at: <a href="http://www.copsi.ro">www.copsi.ro</a></p> <p><b>To read (Romanian):</b> Măirean, C. (2017). Probleme etice în evaluarea psihologică. În V. Enea &amp; I. Dafinoiu (Eds.), <i>Evaluarea psihologică. Manualul psihologului clinician</i> (pp. 210). Iași: Polirom.</p> <p><b>To read (English):</b> American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i>. Washington, DC: APA. <a href="https://www.apa.org/ethics/code">https://www.apa.org/ethics/code</a></p> |
| S2. Informed consent: interview method, case history and checklist | Lecture, explanation, exemplification, discussions, role-play, and case studies | Students will practice obtaining informed consent and applying interview, case history, and checklist techniques through role-play and case exercises.   |

|   |   |  |
|---|---|--|
|   |   | <p><b>To consult:</b><br/>Supplementary materials and models provided to students during the seminar.</p> <p><b>To read (Romanian):</b><br/>David, O., &amp; Cîmpean, A. I. (2017). Evaluarea psihologică a copiilor și adolescenților. În V. Enea &amp; I. Dafinoiu (Eds.). <i>Evaluarea psihologică. Manualul psihologului clinician</i> (pp. 329). Iași: Ed. Polirom;</p> <p>Măirean, C. (2017). Probleme etice în evaluarea psihologică. În V. Enea &amp; I. Dafinoiu (Eds.). <i>Evaluarea psihologică. Manualul psihologului clinician</i> (pp. 210). Iași: Ed. Polirom.</p> <p><b>To read (English):</b><br/>Haugaard, J. J. (2008). <i>Child psychopathology</i>. New York, NY: McGraw-Hill, Chapter 2, pages: 19-64; Chapter 5, pages: 122-151</p> |
| S3. Child observation method                            | Lecture, explanation, exemplification, discussions, role-play, and case studies | <p>Students will watch short video clips of children and practice observing their behavior using a set of specific indicators.</p> <p><b>To read (Romanian):</b><br/>Moldovan, A., &amp; Anton, R. (2017). Observația clinică. În V. Enea &amp; I. Dafinoiu (Eds.). <i>Evaluarea psihologică. Manualul psihologului clinician</i> (pp. 269). Iași: Ed. Polirom;</p> <p>Vîrgă, D. (2009). Observația. În D. Vîrgă (Eds.) <i>Psihologie experimentală - de la teorie la practică</i> (pp. 84-97). Timișoara: Ed. Universității de Vest</p> <p><b>To read (English):</b><br/>Neaum, S. (2016). Observing and Assessing Children's Learning and Development. <i>Child Development for Early Years Students and Practitioners</i>, London, UK: Sage.</p>        |
| S4. Play techniques for child assessment and counseling | Lecture, explanation, exemplification, discussions, role-play, and case studies | <p>Students will experiment with play-based techniques for children by engaging in role-play activities that simulate counseling situations and practicing how these games can facilitate communication and assessment.</p> <p><b>To read (Romanian):</b><br/>Kaduson, H. G., &amp; Schaefer, C. E. (2015). <i>101 tehnici favorite ale terapiei prin joc</i>. București: Editura Trei.</p>  |

|  |   |   |
|--|---|---|
|  |   | <p><b>To read (English):</b><br/>Lowenstein, L. (Ed.). (2008). <i>Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques</i>. Toronto, ON: Champion Press.</p>  |
| S5. Presentation of the first part of the portfolio (I): Brief feedback and applied case study discussion      | Assessment, discussions, and case studies                                       | Students present the first part of their portfolio (anamnesis, checklist, parent/teacher interview, observation), receive concise feedback from the instructor, and then engage in applied discussions of additional case studies.  |
| S6. Presentation of the first part of the portfolio (II): Brief feedback and applied case study discussion     | Assessment, discussions, and case studies                                       | Students present the first part of their portfolio (anamnesis, checklist, parent/teacher interview, observation), receive concise feedback from the instructor, and then engage in applied discussions of additional case studies.  |
| S7. Presentation of the first part of the portfolio (III): Brief feedback and applied case study discussion    | Assessment, discussions, and case studies                                       | Students present the first part of their portfolio (anamnesis, checklist, parent/teacher interview, observation), receive concise feedback from the instructor, and then engage in applied discussions of additional case studies.  |
| S8. Presentation of the first part of the portfolio (IV): Brief feedback and applied case study discussion     | Assessment, discussions, and case studies                                       | Students present the first part of their portfolio (anamnesis, checklist, parent/teacher interview, observation), receive concise feedback from the instructor, and then engage in applied discussions of additional case studies.  |
| S9. Presentation of the PED assessment tool  | Lecture, explanation, exemplification, discussions, role-play, and case studies | Presentation of the child development assessment tool for ages 3 to 7, covering cognitive, motor, emotional, social, and autonomy domains, along with its user guide. Processing and interpreting the results.  |
| S10. Developing the psychological report   | Lecture, explanation, exemplification, discussions, role-play, and case studies | <p>Using the data they have collected so far (anamnesis, interviews, observation, checklists, and assessment tools), students practice drafting a psychological report with attention to clarity, structure, and professional language.</p> <p><b>To read (Romanian):</b><br/>Enea, V., &amp; Dafinoiu, I. (Eds.). (2017). <i>Evaluarea psihologică. Manualul psihologului clinician</i>. Iași: Polirom, Capitolul 12, paginile 194-210.</p> <p><b>To read (English):</b><br/>Dombrowski, S. C. (Ed.). (2020). <i>Psychoeducational assessment and report writing</i>. Springer Nature, Chapter 5, pages 63-72;</p> |
| S11. Presentation of the Psychological Evaluation Report (I): Brief feedback and child intervention techniques | Assessment, discussions, exemplification, and role-play                         | Students present the second part of their assesment, psychological evaluation report, receive brief feedback, and practice child intervention techniques through applied examples.  |

|   |   |  |
|---|---|--|
| S12. Presentation of the Psychological Evaluation Report (II): Brief feedback and child intervention techniques   | Assessment, discussions, exemplification, and role-play | Students present the second part of their assesment, psychological evaluation report, receive brief feedback, and practice child intervention techniques through applied examples. |
| S13. Presentation of the Psychological Evaluation Report (III): Brief feedback and child intervention techniques  | Assessment, discussions, exemplification, and role-play | Students present the second part of their assesment, psychological evaluation report, receive brief feedback, and practice child intervention techniques through applied examples. |
| S14. Presentation of the Psychological Evaluation Report (IV): Brief feedback and child intervention techniques   | Assessment, discussions, exemplification, and role-play | Students present the second part of their assesment, psychological evaluation report, receive brief feedback, and practice child intervention techniques through applied examples. |
| <p>References:</p> <p><b>English references:</b><br/> American Psychological Association. (2017). <i>Ethical principles of psychologists and code of conduct</i>. Washington, DC: APA. Available at: <a href="https://www.apa.org/ethics/code">https://www.apa.org/ethics/code</a><br/> Dombrowski, S. C. (Ed.). (2020). <i>Psychoeducational assessment and report writing</i>. Springer Nature<br/> Haugaard, J. J. (2008). <i>Child psychopathology</i>. New York, NY: McGraw-Hill<br/> Lowenstein, L. (Ed.). (2008). <i>Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques</i>. Toronto, ON: Champion Press.<br/> Neaum, S. (2016). Observing and Assessing Children's Learning and Development. <i>Child Development for Early Years Students and Practitioners</i>, London, UK: Sage.</p> <p><b>Romanian references:</b><br/> Codul Deontologic al profesiei de psiholog. Disponibil la <a href="http://www.copsi.ro">www.copsi.ro</a><br/> Enea, V., &amp; Dafinoiu, I. (Eds.). (2017). <i>Evaluarea psihologică. Manualul psihologului clinician</i>. Iași: Polirom<br/> Kaduson, H. G., &amp; Schaefer, C. E. (2015). <i>101 tehnici favorite ale terapiei prin joc</i>. București: Editura Trei.<br/> Vîrgă, D. (Eds.) <i>Psihologie experimentală - de la teorie la practică</i>. Timișoara: Ed. Universității de Vest</p> |   |  |

## 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

Practical training is an applied course designed to prepare students for their future professional careers. By completing the tasks associated with this discipline, students are expected to develop a realistic understanding of the psychologist's profession and the fields in which they may work. The course also facilitates students' access to research participants and field investigations. The skills developed through these requirements will support their integration into the labor market and can later be valued by potential employers.



## 9. Assessment

| Activity type            | 9.1 Assessment criteria | 9.2 Assessment methods   | 9.3 Weight of final mark |
|--------------------------|-------------------------|--|--------------------------|
| 9.4 Course               |                         |  |                          |
| 9.5 Seminar / laboratory | Seminar assignments     | <p>Each student will select and work with a child between the ages of 3 and 6. The process will include meetings in which students conduct a parent or educator interview, complete the child's anamnesis, carry out observation, fill in the checklist, and administer the PEDa test. PEDa is an assessment tool designed to evaluate the development of children aged 3 to 7 in the cognitive, motor, emotional, social, and autonomy domains. This evaluation is conducted strictly for educational purposes, as a learning exercise, and does not represent a professional assessment. The tasks will be carried out throughout the semester using the provided materials, and the collected information will be synthesized into a psychological report of moderate complexity. Students will also have the possibility to complete their practice in kindergartens. There, they may conduct the required evaluation task while also assisting teachers with everyday activities. This option is available for students who are unable to find a child independently. This option is also available to students who wish to gain professional experience in kindergartens, as long as they complete the specific tasks required in that setting.</p> <p><b>Ongoing assessment:</b></p> <p><b>In weeks 5–8</b>, students will present the first part of their portfolio, which will include the anamnesis, checklist, parent interview, and observation. Students are expected to bring these materials with them and present them upon the instructor's request. Completing and presenting this first part of the portfolio, and obtaining a minimum grade of 5 (five), are mandatory conditions for passing and for being admitted to the final exam.</p> <p><b>In weeks 11–14</b>, students will present the full evaluation report (including completed annexes: anamnesis, checklist, parent interview, observation, the assessment tools used with scoring and interpretation sheets, and the norm tables). Completing, presenting, and uploading this second part of the portfolio on Classroom, and obtaining a minimum grade of 5 (five), are</p> | 50%                      |

|  |                |  |     |
|--|----------------|--|-----|
|  |                | <p>mandatory conditions for passing and for being admitted to the final exam.</p> <p>At the beginning of the semester, students will receive a handout with instructions for preparing the portfolio. These instructions will be explained in detail during the seminars by the practice coordinators and will also be posted on Classroom.</p> <p><b>Examination session</b></p> <p>Mandatory upload of the portfolio on Classroom, completed and presented during the semester, together with an oral evaluation based on the Code of Ethics of the psychologist profession. For the oral evaluation, students will be given two practice-based scenarios to which they must respond by applying the ethical code (for example, deciding whether the professional acted ethically, explaining why or why not, and suggesting how the situation should have been handled to meet ethical standards).</p> <p>Assessment, communication with students, and the delivery of results will take place both in person and via the <b>Google Classroom platform</b>.</p> |     |
|  | Colloquim exam |  | 50% |
| <p>Within this course, the use of generative AI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only under the conditions set by the course/seminar instructor and in compliance with academic integrity regulations.</p> <ul style="list-style-type: none"> <li>Permitted uses: brainstorming ideas, support for writing and structuring, translations, linguistic revisions, generation of images, graphs, diagrams, illustrations, video or audio materials, avatars, and other digital objects, exclusively for educational purposes.</li> <li>Prohibited uses: the full generation of assignments (essays, reports, projects) or presenting content created by generative AI as exclusively personal work.</li> </ul> <p>For any written assignment (essay, portfolio, project, etc.), students are required to complete a transparency declaration form (available on the course platform). This document must specify:</p> <ul style="list-style-type: none"> <li>the tool used and its version,</li> <li>the type of support provided by generative AI,</li> <li>how the content was verified and integrated.</li> </ul> <p>Failure to declare the use of generative AI will be considered a violation of academic integrity regulations and will be treated in accordance with UVT regulations.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>verifying the accuracy and relevance of the generated content,</li> <li>respecting confidentiality and copyright,</li> <li>critically and personally integrating the results obtained with generative AI.</li> </ul> <p>The details of these usage conditions will be presented and discussed during the first course and seminar session</p> |                |  |     |
| 9.6 Minimum performance standard   |                |  |     |



**Entry condition for the exam:** completion of the seminar tasks, at least 70% attendance at seminars

Exams will be held in person.

For the grade improvement exam, students will be required to complete a new psychological evaluation on a different child and to take the oral test.

Passing the seminar tasks with a minimum grade of 5 (five) is a mandatory condition for participation in the colloquium, both in the regular session and in retake exams. Failure to pass the seminar task requires re-enrollment in the course.

Both the seminar tasks and the colloquium exam must be passed with a minimum grade of 5 (five).

Meeting the minimum attendance requirement is a condition for entry to the colloquium exam both in the first session and in retake exams. If students do not meet this condition, they will be required to complete additional tasks (such as solving case studies, preparing summaries of the specialized literature, etc.).

The final mark will be a composite score derived by the mean of the grades obtained at the seminar tasks and colloquium exam, taking into consideration the weight of each task on the final mark. The final mark must be at least 5 (five) to pass this course.

Date of completion:  
12.09.2025

Tenure teacher:  
Gianina LĂZĂRESCU, Ph.D. candidate  
Assist. Prof

Date of approval in the department

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