

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	Ethics and academic integrity						
2.2 Tenured teacher - course activities	Coralia Sulea, PhD, Associate professor						
2.3 Tenured teacher – seminar	Coralia Sulea, PhD, Associate professor						
2.4 Study year	1 st	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	DC/DOB
2.8 Google Classroom code	vwqdv2j						

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

3.1 Number of hours per week	1	Of which: 3.2 course	1	3.3 seminar/laboratory	-
3.4 Total hours from the curriculum	14	Of which: 3.5 course	14	3.6 seminar/laboratory	-
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					3
Preparing seminars/labs, homework, papers, portfolios, and essays					2
Tutoring					-
Examinations					2
Other activities					
3.7 Total hours of individual study	9				
3.8 Total hours per semester	25				
3.9 Number of credits (ECTS)	1				

4. Prerequisites (where necessary)

4.1 for curriculum	<ul style="list-style-type: none"> None
4.2 for competencies	<ul style="list-style-type: none"> None

5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> attendance of at least 50% of the total number of courses (at least 4 attendances)
5.2 for conducting the seminar/laboratory	-

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

Knowledge	<ul style="list-style-type: none"> Define concepts in the field of academic ethics and integrity (values, ethical principles, ethical dilemmas, plagiarism, harassment, discrimination, etc.) Compare concepts in the field of academic ethics and integrity Differentiate between ethical principles Define concepts in the field of ethics and academic integrity (values, ethical principles, ethical dilemmas, plagiarism, harassment, discrimination, etc.)
Skills	<ul style="list-style-type: none"> Identify the elements of an ethical dilemma Solve problems/dilemmas using ethical principles Argue ethically Use specialized language that correctly expresses ethical concepts Regulate their own learning process Define concepts in the field of ethics and academic integrity (values, ethical principles, ethical dilemmas, plagiarism, harassment, discrimination, etc.)
Responsibility and autonomy	<ul style="list-style-type: none"> Expresses a responsible attitude towards knowledge in the field of ethics and academic integrity Critically reflects on ethical behaviors applied in different contexts Applies knowledge and skills responsibly and ethically in performing tasks Demonstrates self-control concerning motivation for learning, in relation to their own professional and personal development goals Define concepts in the field of ethics and academic integrity (values, ethical principles, ethical dilemmas, plagiarism, harassment, discrimination, etc.)

Technical conditions for access and participation will be uploaded on Google classroom. Students will register on the platform using the code: *vwqdvj2j* with the institutional e-mail address. On the course's Google classroom the professor will communicate with the students, will upload criteria for the assignments, will provide feedback for various assignments, etc.

7. Contents

7.1 Course	Teaching methods	Observations
1. Introduction <ul style="list-style-type: none"> • Ethics and integrity • Ethical principles & concepts 	Interactive lecture: the main ethical concepts will be explored and related to the discipline's objectives and students' interests	Oates, J. (2019). Ethical considerations in psychology research. In: Iphofen, R. (eds) <i>Handbook of Research Ethics and Scientific Integrity</i> . Springer, Cham. https://doi.org/10.1007/978-3-319-76040-7_35-1 Ethics Unwrapped – The University of Texas at Austin
2. The importance of values	Interactive lecture: identifying personal values and discussing how they impact individual and collective behavior	Exercise on values Sagiv, L., & Schwartz, S. H. (2022). <i>Personal values across cultures</i> . <i>Annual Review of Psychology</i> , 73, 517-546. https://doi.org/10.1146/annurev-psych-020821-125100
3. Ethical dilemmas	Interactive lecture on addressing ethical dilemmas	Dilemma game (University of Rotterdam) Ethical dilemmas
4. Ethics and integrity in the academic environment	Interactive lecture: discussing the main correlates of plagiarism and prevention strategies	Moss, S., White, B., & Lee, J. (2018). A systematic review into the psychological causes and correlates of plagiarism. <i>Ethics & Behavior</i> , 28:4, 261-283, DOI: 10.1080/10508422.2017.1341837 Waltzer, T. & Dahl, A. (2023). Why do students cheat? Perceptions, evaluations, and motivations. <i>Ethics & Behavior</i> , 33(2), 130-150, DOI:10.1080/10508422.2022.2026775 Codul studenților din UVT
5. Fraud, bias, negligence, and hype in science	Interactive lecture: discussing counterproductive behaviors in science, case studies	Ritchie, S. (2020). <i>Science fictions. Exposing fraud, bias, negligence, and hype in science</i> . UK: Penguin Random House https://datacolada.org/ ; https://retractionwatch.com/ ; https://www.thestudiesshowpod.com/

6. Ethical behavior and interpersonal relationships	Interactive lecture	<p>Imuta, K., Song, S., Henry, J. D., Ruffman, T., Peterson, C., & Slaughter, V. (2022). A meta-analytic review on the social-emotional intelligence correlates of the six bullying roles: bullies, followers, victims, bully-victims, defenders, and outsiders. <i>Psychological Bulletin</i>, 148 (3-4), 199-226. https://psycnet.apa.org/doi/10.1037/bul0000364</p> <p>Kasturiratna, K.T.A.S., Hartanto, A., Chen, C.H.Y. et al. Umbrella review of meta-analyses on the risk factors, protective factors, consequences and interventions of cyberbullying victimization. <i>Nat Hum Behav</i> 9, 101–132 (2025). https://doi.org/10.1038/s41562-024-02011-6</p> <p>Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. K. (2010). Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. <i>Journal of Applied Psychology</i>, 95(1), 1–31. https://doi.org/10.1037/a0017103</p>
7. Ethics and artificial intelligence	Interactive lecture	<p>UVT regulations Addressing equity and ethics in artificial intelligence</p>
<p>Main references:</p> <p>Bos, J. (2020). <i>Research ethics for students in the social sciences</i>. Cham: Springer</p> <p>Ritchie, S. (2020). <i>Science fictions. Exposing fraud, bias, negligence, and hype in science</i>. UK: Penguin Random House</p> <p>Singer, P. (2023). <i>Ethics in the real world. 90 essays on things that matter</i>. Princeton University Press.</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

The content of the discipline is compatible with that of similar European syllabi.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
Course	<p>Definition and relevance, writing quality, and critical thinking.</p> <p>Details are presented in the classroom for every assignment.</p>	<p>Assessment: Choose one assignment:</p> <ol style="list-style-type: none"> 1. Make a visual map of values (you can use Canva or another app) to present your top three values (define them and explain why they are in the top three). Indicate how they connect, and for each one, an example of how they have influenced your decisions in the last year. Write a brief commentary (maximum 500 words) with additional explanations beside the map explaining if there are any conflicts between the values, how you see those values in other people, and discuss what values humanity needs at most today. 2. Listen to one podcast (e.g., https://www.thestudiesshowpod.com/) that discusses controversial aspects about research, dilemmas, or ethical problems. Choose one argument that seems plausible to you and find one recent scientific article in a relevant journal that supports that idea. Discuss it in a short essay (about 1000 words). 3. Choose one case study and write a paper answering between 3 and 5 questions of the selected case study (https://ethicsunwrapped.utexas.edu/case-studies). 	100%
<p>9.4. Minimum performance standard</p> <p>The same form of evaluation is kept in all examination sessions.</p> <p>Evaluation criteria and details are provided in the classroom.</p> <p><i>Compensation for attendance below the required threshold for special categories</i></p> <p>To make up for missed academic activities, only for students who are in one of the situations described in the Student Code, art. 19(4), they will be required, in addition to the tasks mentioned above, whose conditions remain unchanged, to present two articles on the course's topics. The materials will be uploaded on Classroom. This task will be graded as Pass/Fail.</p>			

Re-enrollment in the subject and re-examination

Students who have not met the minimum standards specified in the course syllabus will re-enroll in the subject and complete the associated activities in the following academic year.

Students who do not take or pass the final evaluation in any exam session will be re-examined in the next academic year, without the obligation to redo the activities associated with the subject.

Use of Generative Artificial Intelligence (genAI) tools

Within this discipline, the use of genAI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only under the conditions established by the course/seminar instructor and in compliance with academic integrity rules.

Permitted uses: brainstorming ideas, support for writing and structuring, translations, linguistic revisions, generating images, graphics, diagrams, illustrations, video or audio materials, avatars, and other digital objects, exclusively for educational purposes.

- Prohibited uses: generating entire works (essays, reports, projects) or presenting content created by genAI as exclusively personal.

For any work (essay, portfolio, project, etc.), the student is required to complete a transparency declaration form (available on the course platform). This document must mention:

- the tool used and its version,
- the type of support provided by genAI,
- how the content was verified and integrated.

Failure to declare the use of genAI is equivalent to a violation of academic integrity rules and will be treated in accordance with UVT regulations.

Students are responsible for:

- verifying the accuracy and relevance of the generated content,
- respecting confidentiality and copyright,
- critically and personally integrating the results obtained with genAI.

The details of the application of these terms of use will be presented and discussed during the first course and seminar meeting.

Date of completion:
12.09.2025

Tenure teacher:
Coralia SULEA, Ph.D.
Assoc. Prof.

Date of approval in the department

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