Annex 6

METHODOLOGY FOR ORGANIZING THE FINAL EXAMINATIONS FOR BACHELOR'S DEGREE PROGRAM IN

PSYCHOLOGY-COGNITIVE SCIENCE

Final Bachelor's Assessment

Description of the Bachelor's Assessment

Undergraduate studies are completed with a bachelor's evaluation, which consists of two assessment tasks held on different calendar days, as follows:

Assessment 1 – ***Assessment of fundamental and specialized knowledge***
Assessment 2 – ***Presentation and public defense of the bachelor's thesis***

Assessment 1: Assessment of Fundamental and Specialized Knowledge

This test is a multiple-choice written exam with 36 questions. Each question has four answer options, of which only one is correct. Each correct answer is worth 0.25 points. Wrong answers or questions with more than one marked option receive 0 points. The maximum score is 9 points (36 x 0.25), plus 1 point awarded ex officio.

The duration is 35 minutes, starting after the instructions and distribution of exam papers to all candidates present in the room.

Results, as well as complaints or appeals, will be handled on the same day. Appeals are accepted if a difference is found between the initial grade and the re-evaluated grade (minimum 0.25 points). The final grade is always the one from re-evaluation, regardless of it being higher, equal, or lower than the initial grade.

Topics and bibliography for Assessment 1
1. Perception and Memory
2. Modules and Cognitive Architecture
3. Learning and Memory

4. The Limbic System
5. Data and logic: the basic elements of Python
6. The Big Five Explanatory Model of Personality and Behavior
7. The Social-Cognitive Perspective on Personality
8. Psychometrics in neuropsychological assessment (distribution, reliability, and validity)
9. Performance validity, symptom validity, and malingering criteria
10. The Neuroscience of Communication
11. Self in Social Cognition: Self-perception & Self-presentation; Self-disclosure
12. Ethics of psychological assessment and intervention
13. Conceptions of Psychopathology
14. Information-processing, Anxiety, and Depression
15. Decision Making and Reasoning
16. Knowledge & Thinking
17. The Biology of Development: Genes, Nervous System, Brain and Environment
18. Cognitive Development: Origins of Knowledge

References*:

**All materials will be made publicly available in electronic form (via a shared cloud storage folder) and/or at the university's public library.*

American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines. (2020). *APA guidelines for psychological assessment and evaluation.* https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf

Baars, B. J., & Gage, N. M. (2012). Language. In *Fundamentals of cognitive neuroscience: A beginner's guide*. Elsevier. (pp. 315–327)

Barrett, L. F. (2017). The theory of constructed emotion: an active inference account of interoception and categorization. *Social cognitive and affective neuroscience, 12*(1), 1-23. https://doi.org/10.1093/scan/nsw154

Bear, M., Connors, B., & Paradiso, M. A. (2016). *Neuroscience: Exploring the brain* (4th ed.). Wolters Kluwer. (Chapter 18 and Chapter 25)

Bermúdez, J. L. (2024). *Cognitive science: An introduction to the science of mind* (4th ed.). Cambridge University Press. (Chapter 8)

Brewin, C. R. (2013). *Information-processing, anxiety, and depression* (Chapter 5). In *Cognitive foundations of clinical psychology* (Psychology Revivals ed., pp. 63-81)

Gavreliuc, A. (2024). *Social cognition: The construction of the self in social contexts*. Editura Universității de Vest din Timișoara (EUVT). (pp. 46–71, 72–82)

Guttag, J. (2021). *Introduction to computation and programming using Python* (3rd ed.). The MIT Press. (Chapter 2.2. The basic elements of Python)

John, O. P., Robins, R. W., & Pervin, L. A. (Eds.). (2008). *Handbook of personality: Theory and research*. The Guilford Press. (Chapter 4, pp. 126–127, 141–143)

Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). *Developmental Psychology* (2nd ed.). McGraw-Hill Education (Chapter 5; Chapter 9).

Maddux, J. E., Winstead, B. A., & Gosselin, J. T. (2015). Conceptions of psychopathology: A social constructionist perspective. In *Psychopathology: Foundations for a Contemporary Understanding* (Chap. 1). Routledge/Taylor & Francis

Martin, N., & Carlson, N. (2019). *Psychology*. Pearson Education Limited. (pp. 202–240, 274–316)

Pinel, J. P., & Barnes, S. J. (2022). *Biopsychology* (11th ed.). Pearson Education Limited. (Chapters 11, 15, and 17)

Schultz, D. P., & Schultz, S. E. (2005). *Theories of personality*. Thomson Wadsworth. (Chapter 9: The social-learning approach, pp. 410–417)

Sherman, E. M. S., Tan, J. E. E., & Hrabok, M. (2022). Psychometrics in neuropsychological assessment. In *A compendium of neuropsychological tests* (4th ed., pp. 1–5, 24–37). Oxford University Press.

Sherman, E. M. S., Tan, J. E. E., & Hrabok, M. (2022). Performance validity, symptom validity, and malingering criteria. In *A compendium of neuropsychological tests* (4th ed., pp. 37–41). Oxford University Press.

Stenberg R.J. & Stenberg K (2016). *Cognitive Psychology. 7th Edition*. Cengage Learning Boston, MA. (Chapters 7 and 8, pp 245 – 328.Chapter 12, pp. 439 – 478.)

Assessment 2: Bachelor's Thesis Defense

Lists of student distribution by committees and time slots will be published one day before the defense on the e-learning platform. Committee members will have access to the assigned theses a few days before and are required to review them, noting observations and questions. The evaluation committee members will assess performance in the presentation and defense of the thesis. The thesis supervisor will evaluate the content and the form of the thesis. The supervisor's report may be made available to the committee members for consultation.

A. Thesis presentation time is 15 minutes.
B. When evaluating the thesis defense, committee members will use the official Evaluation Chart for guidelines and will follow the approved methodology.
C. Evaluation: Committee members grade from 1 to 10. The thesis supervisor can be part of the evaluation committee.
D. Proven fraud during defense results in an automatic grade of 1 and disqualification, with the right to reapply only in the following July session.
E. The committee members will be able to check the portfolio of psychological measures administered in the research, the code of the experimental paradigm, as well as the database and (if the case) the analysis code of each thesis submitted by students on the e-learning platform.
F. The final grade for the thesis is the arithmetic mean of committee members' grades.
G. If a difference of more than 2 points exists between grades, a discussion is held between committee members to reduce the discrepancy. After reaching consensus, the same algorithm described above is applied. If consensus is not reached, the committee president assigns a final grade based on arguments presented by the committee members, to replace the grade of one of the committee members. The final grade will be calculated using the algorithm described above.

Sample Thesis Topics

- The role of mentalizing in interpersonal relationships and mental health
- Variables that can foster/hinder epistemic trust
- Challenging and Exhausting Demands on National Security Personnel
- The Role of Organizational and Job Resources Among Prison Officers
- Workplace Thriving and Work-Family Conflict Among National Security Personnel
- Psychological Needs Satisfaction and Workplace Thriving
- Protective Factors, Coping Mechanisms, and Well-Being of National Security Employees
- Environmental cynicism and pro-environmental attitudes and behaviors
- What predicts cynicism towards the environment?
- Psychological predictors of sustainable urban mobility (cycling)

- Understanding Romanians' attitudes towards Romas
- Parental stress and family dynamics in Neurodevelopmental Disorders
- Anxiety in children with Autism Spectrum Disorder
- Sibling relationships in families affected by ADHD
- Coping strategies and resilience in families of children with Neurodevelopmental Disorders
- The role of cognitive and behavioral strategies in fostering employee well-being and performance
- The interplay between organizational and personal resources in promoting positive work-related outcomes
- Proactive behaviors shared between the work- and home-role, and their link to psychological well-being
- Psychological predictors of entrepreneurial intentions and explanatory mechanisms of the processes
- Personal vulnerabilities for self-undermining and low occupational health
- Mindsets in relation to stress and learning and their influence in organizations
- Proactive behaviors - organizational and personal antecedents
- Stress as a badge of honor - conceptual differentiation from workaholism
- Personal and contextual antecedents of workaholism
- Investigation of cognitive dysfunctions in various (clinical) populations
- Performance validity assessment in culturally diverse samples
- Cognitive performance profiles in neurodivergent populations
- Assessment of verbal and non-verbal abilities in multilingual adults: cross-cultural issues
- Strategies of feigning cognitive disorders in experimental simulators
- Stigma and prejudice related to mental health
- Evaluative learning and impression formation
- Proactive behaviors at work - bottom-up employee-initiated strategies for increasing well-being
- Vocational identity and vocational behavior - self-regulatory perspectives
- Psychological vulnerabilities and burnout
- Cognitive distortions and their impact on anxiety and depression symptoms
- The effectiveness of cognitive defusion strategies in reducing cognitive distortions
- Using artificial intelligence to automatically detect cognitive distortions in natural language
- The impact of an online ACT-based intervention on psychological flexibility in young adults
- Virtual reality-based interventions for training cognitive defusion

- Therapeutic chatbots in psychological counseling: users' perceptions of effectiveness and acceptability
- The role of recovery strategies and micro-breaks for well-being and performance
- Micro-agressions at work: implications for employee and organizational well-being
- The role of AI health coaches for physical and psychological comfort
- Desistance to crime, protective factors and risk factors in the assessment of recidivism behavior
- Shame, guilt and emotional regulation in custodial settings
- Personality disorders and offending behavior
- Empathy, resilience, hope and prosocial behaviors
- Bullying/cyberbullying in various social settings
- Emotional regulation, victims and post-traumatic stress in various social settings
- The psychosocial factors behind populism
- The psychosocial factors behind the radical political orientations
- Associations among the Big Five and academic behaviors and outcomes
- Big Five traits, networking behavior and academic success
- Investigation of potential moderators and mediators of the relationship between Big Five traits and students' adaptation to university
- The role of Big five traits and self-concept on academic procrastination
- Big Five traits and technology use among university students
- The role of personality in the perception of inspiring teachers
- Relationships between Big Five traits and psychological well-being among university students

Evaluation Criteria for Defense

Theoretical Criteria (based on the analysis of the thesis):

- The degree of relevance, novelty, and originality of the topic; Analytical capacity and critical thinking in relation to the theoretical support.
- Link between the theoretical and methodological approach; adherence to writing and citation standards.
- Quality of hypotheses and objectives, of the methodological model, and of the theoretical-methodological approach (justification, relevance to the topic, formulation of hypotheses, appropriateness of the sample).
- Psychometric quality of the instruments used (reliability, internal consistency, validity).
- Quality of the working procedure (accuracy of measurement, error avoidance, adherence to ethical standards).

- Quality of statistical processing (descriptive statistics, inferential statistics, their appropriateness for the analyzed data, quantitative analysis).
- The extent to which coding skills were applied in designing and/or conducting the study and/or analyzing the data.
- Quality of conclusions (psychological interpretation of results / qualitative analysis).
- Quality of presentation style (clarity of expression, logical structure of the presentation, psychological reasoning of the results, etc.).
- Clear and appropriate answers to the committee's questions.
- Ex officio point.
- Final recommended grade (sum of awarded points).