

SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Clinical Psychology and Psychotherapy
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Discipline data

2.1 Name of the discipline	Rational and irrational beliefs in clinical cognitive sciences						
2.2 The holder of the course activities	Daniel David, Professor PhD						
2.3 The holder of the seminar activities	Daniel David, Professor PhD						
2.4 Year of study	1	2.5 Semester	2	2.6. Type of evaluation	E	2.7 Discipline regime	DS

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

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar / laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar / laboratory	14
Distribution of time fund:					hours
Study by textbook, course support, bibliography, and notes					25
Additional documentation in the library, on specialized electronic platforms and in the field					15
Preparation of seminars / laboratories, topics, papers, portfolios, and essays					15
Tutorship					2
Evaluations					2
Other activities: research activities					-
3.7 Total hours of individual study	58				
3.8 Total hours per semester	100				
3.9 Number of ECTS credits	4				

4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> • Introduction to psychology • Experimental psychology • Introduction to cognitive sciences
4.2 Competencies	-

5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> • Classroom with at least 180 seats, computer and video a projector / Online course conducted through the MS Teams platform.
5.2 Conducting the seminar / laboratory	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional competencies	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding the place and role of rational and irrational beliefs in the human mind and clinical cognitive sciences (health and illnesses). • Knowledge of fundamental aspects and the role of rational and irrational beliefs in health field. • Characterization of the main study paradigms of rational and irrational beliefs in clinical cognitive sciences. • Understanding the role of rational and irrational beliefs on various health issues. • Familiarization with the principles of fundamental research of rational and irrational beliefs in clinical cognitive sciences. <p>Explanation and interpretation</p> <ul style="list-style-type: none"> • Arguing the importance of the rational and irrational beliefs in health. • Interpretation of the role of rational and irrational beliefs in psychopathology and other health-related aspects. • Carrying out comparative analyses of the main study paradigms of rational and irrational beliefs. • Explaining and arguing the experimental approach in rational and irrational beliefs. <p>Instrumental - applicative</p> <ul style="list-style-type: none"> • Learning the main techniques for investigating human mind processes in the cognitive sciences. • Develops skills to conduct a research project. <p>Attitude</p> <ul style="list-style-type: none"> • Manifestation of a positive and responsible attitude towards the scientific field. • Cultivating a responsible attitude towards the research activity in the field. • Interest in personal development in the field.
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Transversal competencies	<ul style="list-style-type: none"> ● Written and oral communication skills. ● Relationship and teamwork skills. ● Competences regarding the management of material and time resources. ● Competences in using scientific terminology in the field of cognitive science. ● Competences for interdisciplinary use of knowledge and terminology in the fields of psychology and cognitive sciences.
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7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	Familiarizing students with advances of rational and irrational beliefs.
7.2 Specific objectives	<ul style="list-style-type: none"> • Presentation of the rational and irrational beliefs and their impact on psychopathology and health-related issues. • Analysis of the place and role of rational and irrational beliefs in the health field. • Discussion of the main research paradigms and practical implications of rational and irrational beliefs. • Rational and irrational beliefs approach to psychopathology and health.

8. Contents

8.1 Course	Teaching methods	Remarks
History of the study of rationality and irrationality. The psychological case of rational and irrational beliefs Keywords: History of science, Philosophy of science	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Fundamentals of rational and irrational beliefs study: Implications for clinical cognitive sciences Keywords: Beliefs, Philosophy of mind, Clinical Psychology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Biological basis of rational and irrational beliefs	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Keywords: Biology		
Cultural basis of rational and irrational beliefs Keywords: Culture	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Developmental basis of rational and irrational beliefs Keywords: Development	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs and emotions Keywords: Emotions	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs and behaviors Keywords: Behavior	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs and other cognitions Keywords: Cognitions	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs and psychophysiological responses Keywords: Psychophysiology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs in psychopathology I Keywords: Psychopathology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs in psychopathology II Keywords: Psychopathology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

<p>Rational and irrational beliefs in psychopathology III</p> <p>Keywords: Psychopathology</p>	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<p>Rational and irrational beliefs in psychopathology IV</p> <p>Keywords: Psychopathology</p>	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<p>Rational and irrational beliefs in health I</p> <p>Keywords: Health</p>	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<p>Rational and irrational beliefs in health II</p> <p>Keywords: Health</p>	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<p>Cross-cultural context of rational and irrational beliefs: implications for health and illness</p>	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<p>Mandatory references:</p> <p>David, D., Lynn, S., & Ellis, A. (2010). <i>Rational and irrational beliefs in human functioning and disturbances: Implications for research, theory, and practice</i>. Oxford University Press, London.</p> <p>Kahneman, D. (2011). <i>Thinking Fast and Slow</i>. Farrar, Straus and Giroux.</p> <p>Pinker, S. (2021) <i>Rationality: what it is, why it seems scarce, why it matters</i>. Viking, New York.</p> <p>!!! Note: from the works mentioned above, only the chapters related to the topics taught in the course and seminar are mandatory. Taking into account the emerging nature of this field –rational and irrational beliefs - specific new articles/chapters will be suggested in advanced for each topic.</p> <p>Optional references:</p> <p>Ellis, A. (2001). <i>Feeling better, getting better, staying better: Profound self-help therapy for your emotions</i>. Atascadero, CA: Impact.</p> <p>Ellis, A. (1962). <i>Reason and emotion in psychotherapy</i>. New York: Lyle Stuart.</p> <p>Ellis, A. (1959). Rationalism and its therapeutic applications. <i>Annals of Psychotherapy</i>.</p>		

Ellis, A. (1958). Rational psychotherapy. *The Journal of General Psychology*, 59, 35-49.

Kahneman, D. (2003). Maps of bounded rationality: A perspective on intuitive judgment and choice. In T. Frangsmyr [Nobel Foundation], (Ed.), *Les Prix Nobel: The Nobel Prizes 2002* (pp. 449-489). Stockholm: The Nobel Foundation.

Kahneman, D., Slovic, P., & Tversky, A. (Eds.) (1982). *Judgment under uncertainty: Heuristics and biases*. New York : Cambridge University Press.

Simon, H.A. (1959). Theories of decision-making in economics and behavioral science. *American Economic Review* 49, 253–283.

8.2 Seminar / laboratory	Teaching methods	Remarks
<p>Introduction and organizatory remarks</p> <p>Keywords: Practical organisatorical aspects</p>	<p>Exposure, conversation</p>	
<p>Models of rational and irrational beliefs</p> <p>Keywords: Paradigms</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Evolutionary aspects of rational and irrational beliefs: Research and practical implications</p> <p>Keywords: Evolution, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Neurobiological undepinnings of rational and irrational beliefs: Research and practical implications</p> <p>Keywords: Biology, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Cultural models of rational and irrational beliefs: Research and practical implications</p> <p>Keywords: Culture, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Developmental models of rational and irrational beliefs: Research and practical implications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	

<p>Keywords: Development, Research, Applications</p>		
<p>Rational and irrational beliefs and emotional disorders: Research and practical implications</p> <p>Keywords: Emotional disorders, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Rational and irrational beliefs and behavioral disorders: Research and practical implications</p> <p>Keywords: Behavioral disorders, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Rational and irrational beliefs and cognitive disorders: Research and practical implications</p> <p>Keywords: Cognitive disorders, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Rational and irrational beliefs and severe psychopathology: Research and practical implications</p> <p>Keywords: Severe psychopathology, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Rational and irrational beliefs and non-psychopathological clinical conditions: Research and practical implications</p> <p>Keywords: Clinical (non-psychopathological) conditions, Research, Applications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Rational and irrational beliefs and health: Research and practical implications I</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	

Keywords: Health, Research, Applications		
Rational and irrational beliefs and health: Research and practical implications II Keywords: Health, Research, Applications	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Summary seminar – putting it all together Keywords: Synthesis, integration, recap	Knowledge synthesis, conceptual clarification, conversation	
<p>Mandatory references:</p> <p>Pliszka, S. (2016). <i>Neuroscience for the Mental Health Clinician</i> (second edition). Guilford Press, New York.</p> <p>!!! Note: from the works mentioned above, only the chapters related to the topics taught in the course and seminar are mandatory. Taking into account the emerging nature of this field – clinical cognitive neurosciences - specific new articles/chapters will be suggested in advanced for each topic.</p> <p>Optional references:</p> <p>D. S. Charney, E. J. Nestler, P. Sklar, & J. D. Buxbau (Eds.) (2018), <i>Neurobiology of mental illness</i>. Oxford University Press, New York.</p> <p>Tryon, W. (2014). <i>Cognitive Neuroscience and Psychotherapy</i>, Academic Press, New York.</p>		

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed course and seminar topics are central topics in fundamental and applied research in the (sub)field of rational and irrational beliefs and the approach is based on the most recent results from the literature and consistent with other internationally relevant academic programs and handbooks in the field. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course		Written exam	60%
10.5 Seminar / laboratory		Research project	30%

10.6 Minimum performance standard

The final evaluation will be based on a written exam conducted in the session at the end of the second semester and of a research project.

The final grade consists of:

a. score obtained in the written exam in proportion of 60% (maximum 6 points)

b. research project 30% (up 3 points).

The simultaneous conditions for passing the Rational and irrational beliefs in clinical cognitive sciences exam are:

a. a minimum of 2.5 points for the written exam out of the 6 maximum possible points

b. a minimum 5 points from the final grade (combined score: project and exam)

Date of completion: 22.11.2021

Signature of the course holder



Signature of the seminar holder



Date of approval in the department

Signature of the department chair/director