SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeș-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	Liviu-Andrei Fodor, Ph.D.						
2.3 The holder of the seminar activities	Liviu-Andrei Fodor, Ph.D.						
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	• Introduction to psychology • Experimental psychology • Introduction to cognitive sciences
4.2 Competencies	-

5. Conditions (where applicable)

- Online platforms / virtual reality / mobile apps will be used as key educational resources for conducting teaching activities

5.1 Course conduct	• 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	• Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional competencies	**Knowledge and understanding** • 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. • Acquiring skills to identify concrete ways of using digital technologies to train rational beliefs **Explanation and interpretation** • 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. **Instrumental - applicative** • Learning the main techniques for investigating human mind processes in the cognitive sciences. • Develops skills to conduct a research project. **Attitude** • 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.

Transversal competencies	● 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.

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 on the topic of rational and irrational beliefs.
7.2 Specific objectives	• Presentation of the theories and research on 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 **Keywords:** Biology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

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	

Rational and irrational beliefs in psychopathology III **Keywords:** Psychopathology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs in psychopathology IV **Keywords:** Psychopathology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs in health I **Keywords:** Health	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rational and irrational beliefs in health II **Keywords:** Health	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Cross-cultural context of rational and irrational beliefs: implications for health and illness	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Mandatory references:

David, D., Lynn, S., & Ellis, A. (2010). *Rational and irrational beliefs in human functioning and disturbances: Implications for research, theory, and practice*. Oxford University Press, London.
Bernard, M., & Terjesen, M. D. (2020). *Rational Emotive, Cognitive Behavioral Approaches to the Challenge of Child and Adolescent Mental Health*. In M. Bernard & M. D. Terjesen (Eds.), Rational-Emotive and Cognitive-Behavioral Approaches to Child and Adolescent Mental Health: Theory, Practice, Research, Applications (pp. 3–30). Springer International Publishing. https://doi.org/10.1007/978-3-030-53901-6_1
Kurasaki, R., & Terjesen, M. D. (2020). *Rational emotive and cognitive behavioral therapy in working with parents*. In Rational-emotive and cognitive-behavioral approaches to child and adolescent mental health: Theory, practice, research, applications (pp. 125–142). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-53901-6_6
Ellis, A. (1976). *The biological basis of human irrationality*. Journal of Individual Psychology, 32(2), 145–168.
David, O. A., & David, D. O. (2022). *How can we Best Use Technology to Teach Children to Regulate Emotions? Efficacy of the Cognitive Reappraisal Strategy Based on Robot Versus*

Cartoons Versus Written Statements in Regulating Test Anxiety. Journal of Rational-Emotive & Cognitive-Behavior Therapy.
David, O. A., Canta, A., Salagean, I., Valenza, G., & Mennin, D. S. (2020*). The phobic applying for a job: Differential efficacy of reappraising or faking on subjective states, physiological reactions and performance*. Personality and Individual Differences, 167, 110243.
David, O. A., Cardos, R. A. I., & Matu, S. A. (2019). *Changes in irrational beliefs are responsible for the efficacy of the REThink therapeutic game in preventing emotional disorders in children and adolescents: mechanisms of change analysis of a randomized clinical trial*. European Child and Adolescent Psychiatry, 28(3), 307-318. Doi: https://doi.org/10.1007/s00787-018-1195-z.
David, O. A., David, D., & DiGiuseppe, R. (2014). *You are such a bad child! Appraisals as mechanisms of parental negative and positive affect*. Journal of General Psychology, 141(2), 113-129.
David, O. A., Matu, A., Pintea, S., Cotet, C., & Nagy, D. (2014). *Cognitive-Behavioral Processes Based on Using the ABC Analysis by Trainees' for Their Personal Development*. Journal of Rational-Emotive and Cognitive-Behavioral Therapy, 32(3),198-215. doi: 10.1007/s10942-014-0189-0
David, O. A., Stroian, P. I., Predatu, R., & Maffei, A. (2022). *State anxiety and frontal alpha asymmetry effects of the REThink online video game for children and adolescents: A six-month follow-up*. Personality and Individual Differences, 196, 111725.
Kahneman, D. (2011). *Thinking Fast and Slow*. Farrar, Straus and Giroux.
Tomoiagă, C., & David, O. (2022). *The Efficacy of Guided and Unguided Game-Based Cognitive-Behavioral Therapy in Reducing Distress in College Students*. Games for Health Journal, 11(6), 403-413. Doi: https://doi.org/10.1089/g4h.2021.0195.

!!! 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.

Optional references:

David, O. A., Cardoș, R. A., & Matu, S. (2019). *Is REThink therapeutic game effective in preventing emotional disorders in children and adolescents? Outcomes of a randomized clinical trial*. European Child & Adolescent Psychiatry, 28, 111–122.
David, O. A., Cardos, R. A. I., & Oltean, H-R. (2019). *REBT and Parenting Intervention*. In M. Bernard and W. Dryden (Eds.), Advances in REBT: Theory, Practice, Research, Measurement, Prevention and Promotion. New York: Springer Publishing House. Doi: 10.1007/978-3-319-93118-0
Ellis, A. (2001). *Feeling better, getting better, staying better: Profound self-help therapy for your emotions*. Atascadero, CA: Impact.
Ellis, A. (1962). *Reason and emotion in psychotherapy*. New York: Lyle Stuart.
Ellis, A. (1959*). Rationalism and its therapeutic applications*. Annals of Psychotherapy.
Ellis, A. (1958*). Rational psychotherapy*. The Journal of General Psychology, 59, 35-49.
Ellis, A., & Bernard, M. E. (Eds.). (2006). *Rational Emotive Behavioral Approaches to Childhood Disorders*. Kluwer Academic Publishers. https://doi.org/10.1007/b137389
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 EconomicReview 49, 253–283.

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

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

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	

Mandatory references:

Pinker, S. (2021) *Rationality: what it is, why it seems scarce, why it matters*. Viking, New York.
David, O. A. (2013). *Prescriptive index: Development and validation of the Mood Wheel and Manager Rational and Irrational Beliefs Scale*. Romanian Journal of Applied Psychology, 15(2), 41-50.
David, O. A., & David, O. D. (2019). *Managing Distress Using Mobile Prescriptions of Psychological Pills: A First 6-Month Effectiveness Study of the PsyPills App*. Frontiers in Psychiatry, 10, 201. Doi: https://doi.org/10.3389/fpsyt.2019.00201
David, O. A., & Fodor, L. A. (2022). *Are gains in emotional symptoms and emotion-regulation competencies after the REThink therapeutic game maintained in the long run? A 6-month follow-up*. European Child & Adolescent Psychiatry, 1–10.
Kuhnen, C. M., & Knutson, B. (2005). *The neural basis of financial risk taking*. Neuron, 47(5), 763–770. https://doi.org/10.1016/j.neuron.2005.08.008
Sharot, T., Korn, C. W., & Dolan, R. J. (2011). *How unrealistic optimism is maintained in the face of reality*. Nature Neuroscience, 14(11), Article 11. https://doi.org/10.1038/nn.2949
Podina, I., Popp, R., Pop, I., & David, D. (2015). *Genetic Correlates of Maladaptive Beliefs: COMT VAL(158)MET and Irrational Cognitions Linked Depending on Distress*. Behavior Therapy, 46(6), 797–808. https://doi.org/10.1016/j.beth.2015.06.004
Vîslă, A., Flückiger, C., grosse Holtforth, M., & David, D. (2016). *Irrational Beliefs and Psychological Distress: A Meta-Analysis*. Psychotherapy and Psychosomatics, 85(1), 8–15.
Fodor, L. A., Todea, D., & Podina, I. R. (2022). *Core Fear of Cancer recurrence symptoms in Cancer Survivors: A network approach*. Current Psychology. https://doi.org/10.1007/s12144-022-03500-5https://doi.org/10.1159/000441231

!!! 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.

Optional references:

D. S. Charney, E. J. Nestler, P. Sklar, & J. D. Buxbau (Eds.) (2018*), Neurobiology of mental illness*. Oxford University Press, New York.
David, O. A. (2019). *The Rational Parenting Coach App: Rethink Parenting! A Mobile Parenting Program for Offering Evidence-Based Personalized Support in the Prevention of Child Externalizing and Internalizing Disorders*. Journal of Evidence-Based Psychotherapies, 19(2), 97-108. Doi: 10.24193/jebp.2019.2.15.
Dryden, W. (2020). *Awfulizing: Some Conceptual and Therapeutic Considerations*. In Journal

of Rational-Emotive & Cognitive-Behavior Therapy (Vol. 38, Issue 3, pp. 295–305). Springer Science and Business Media LLC. https://doi.org/10.1007/s10942-020-00358-z
Tryon, W. (2014). *Cognitive Neuroscience and Psychotherapy*, Academic Press, New York.
David, D. (2015). *Psihologia poporului Român. Profilul psihologic al românilor într o monografie cognitiv experimentala*. Editura Polirom

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

- Students' activity in seminars will be estimated on the basis of their involvement in research activities (studies), involving tests / interventions / assessments, carried out using technology

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: 22.02.2024

Signature of the course holder

Signature of the seminar holder

Date of approval in the department

Signature of the department chair/director