

Course Overview

Course Details

School:	College of Arts and Sciences
Term:	Fall 2026 Semester
Course:	PSYC1010
Course title:	Introduction to Psychology
Credit value:	2
Requisites:	None
Required or elective:	Required
Class size:	max. 40
Meeting times and locations:	Section 1: Tuesdays, 10:00–11:50 A.M. Section 2: Wednesdays, 10:00–11:50 A.M.
Description:	Introductory course to psychology. Required course for all other psychology major courses, and elective for everyone interested in the field of psychology.

Faculty and Teaching Assistant Information

Faculty Information

Name: Mikhail Spektor
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Teaching Assistant Information

Name: Tris Do (Do Ha Trang)
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Course Overview and Rationale

This course introduces students to psychology as a broad empirical science of mind, brain, behavior, and experience. Students examine major areas of psychology, including biological, cognitive, developmental, social/personality, and mental and physical health perspectives, while learning how psychologists ask questions, evaluate evidence, and distinguish scientific claims from unsupported explanations. The course provides a foundation for later psychology study and helps students apply psychological concepts to everyday, professional, and societal issues.

Learning Framework

Course Learning Objectives

Upon completion of this course, students will be able to:

- **CLO 1:** Identify basic concepts and research findings.
 - Define and explain basic psychological concepts.
 - Interpret research findings related to psychological concepts.
 - Apply psychological principles to personal growth and other aspects of everyday life.
- **CLO 2:** Solve problems using psychological methods.
 - Describe the advantages and limitations of research strategies.
 - Evaluate, design, or conduct psychological research.
 - Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
 - Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.
- **CLO 3:** Provide examples of psychology's integrative themes.
 - Psychological science relies on empirical evidence and adapts as new data develop.
 - Psychology explains general principles that govern behavior while recognizing individual differences.
 - Psychological, biological, social, and cultural factors influence behavior and mental processes.
 - Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
 - Our perceptions and biases filter our experiences of the world through an imperfect personal lens.

- Applying psychological principles can change our lives, organizations, and communities in positive ways.
- Ethical principles guide psychology research and practice.

PLO/CLO Alignment Matrix

This course contributes to the following Program Learning Outcomes (PLOs) and Performance Indicators (PIs):

- **PLO 2: Analyze human psychology by applying psychological knowledge and principles.**
 - PI 2.1: Analyze psychological phenomena using knowledge of the anatomy and functioning of the human nervous system.
 - PI 2.2: Analyze behavioral phenomena with an appropriate level of complexity, identifying the interactions between psychological, biological, social, and cultural factors.
 - PI 2.3: Analyze the formation and development of personality based on knowledge of human psychological development.
- **PLO 3c: Apply psychological knowledge to address challenges of clients.**
 - PI 3c.1: Analyze challenges of clients using psychological knowledge.
 - PI 3c.2: Apply psychological knowledge to propose solutions for challenges of clients.
- **PLO 4a: Apply psychological principles and skills effectively in counseling and educational contexts.**
 - PI 4a.3: Skillfully select and implement counseling processes and effectively use measurement tools for clients.
- **PLO 9: Demonstrate professional ethics and social responsibility as both a professional and a citizen.**
 - PI 9.1: Approach local and global challenges in research, professional practice, and civic life with personal integrity and intellectual rigor.
 - PI 9.2: Adhere to ethical standards in psychological practice, research, and community engagement, demonstrating respect for diversity and a commitment to social responsibility.

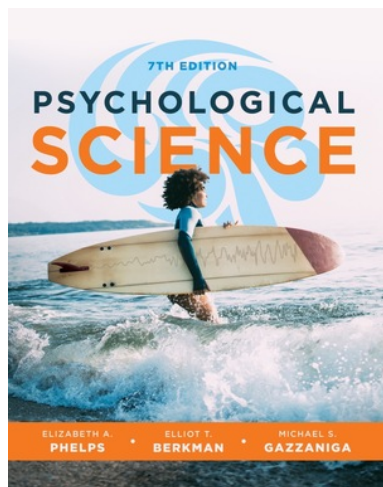
	Foundational Knowledge			Professional Knowledge		Professional Skills	Attitude	
	PLO2			PLO3c		PLO4a	PLO9	
CLO	PI 2.1	PI 2.2	PI 2.3	PI 3c.1	PI 3c.2	PI 4a.3	PI 9.1	PI 9.2
1								
2								
3								

Alignment of Course Learning Objectives (CLOs) with Program Learning Outcomes (PLOs).

- Introduced (I) — The knowledge/skills related to the PLOs are presented in the course. This typically occurs in foundational or lower-level courses in your program.
 - Reinforced/ Practiced (R) — The knowledge/skills related to the PLOs are being worked on at a level above the introductory stage and/or the knowledge/skills are being developed at a deeper level.
 - Mastery (M) — You should have developed a sufficient level of competency in the knowledge/skills related to the PLOs. This is where the assessment of the program learning outcome is done (or the artifact for analysis is collected).
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Essential Logistics

Required Materials



Title: Psychological Science

ISBN: 9780393884586

Authors: Michael S. Gazzaniga

Publication Date: 07/01/2022

Edition: 7th

Library Link

Workload Expectations

The VinUniversity expectation is that students must spend 2 hours per week outside of class per 1 credit hour for pre-class work, practice, and independent learning. This will vary—some weeks will be lighter or heavier than others, but on average you must devote 2:1 time outside of class. If you are struggling to keep up with the workload, please contact me and I will try my best to support you.

Course Schedule

Course Schedule

Week	Topic	Lesson Focus
1	Psychological Science	What is psychology, and why does it matter?
2	Research Methods	How do we know what we know?
3		
4	Biological Psychology	How does neural activity relate to our psychological experience?
5		
6	Cognitive Psychology	How do we perceive reality?
7		
8	Midterm revision	
9	Developmental and Personality Psychology	How did we become who we are today?
10		
11	Social Psychology	How are we influenced by others?
12		
13	Mental and Physical Health	How can we use psychology to make our lives better?
14	Group Project Presentations	
15	The Future of Psychology & Revision	What are the big psychological questions today?

Schedule Modification

This schedule may be modified to best accommodate learners. Any major changes will be communicated through official channels.

Assessment

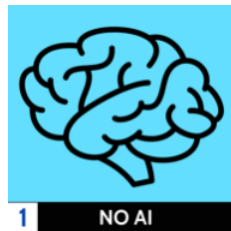
Assessment Overview

Assessment Task	Weighting (%)	Formative/Summative	Due (week)	CLOs mapping
Quizzes	10	Summative	—	1
Group Project	40	Formative	14	2, 3
Final Exam	50	Summative	—	1, 2, 3

1. Quizzes (10%)

There will be a total of five pen-and-paper-based quizzes spread throughout the semester. They will comprise of 5 multiple-choice questions each and prompt knowledge from all sessions and potential reading assignments up to the session during which they take place. Only the grades of the three best quizzes will be used for the grade.

Permitted AI use:



The quizzes are invigilated and in person. Students are not allowed to use any tools or materials for the quizzes. Any and all uses of such material during the final exam will be treated as a cheating attempt. Cheating attempts will be reported according to the currently valid policy as at least a Tier 2 violation and will result in a grade of 0 (F) for the quiz.

2. Group Project (40%)

Students will develop and present a ‘mockumentary’ in Week 14 of the course. A ‘mockumentary’ is a fictional product that appears like a documentary but tells an invented story. Some examples include famous April’s Fools stories such as spaghetti growing on trees or flying penguins but they also include productions that are presented as serious work, such as aliens building the pyramids in Egypt. You can find an extended explanation of what a mockumentary is in this video.

Instructions:

1. Students choose a myth or pseudoscientific belief related to psychology that is commonly found or discussed in Vietnam (e.g., ‘mental illness is caused by spiritual possession’, ‘left-handed children are more rebellious’, ‘you can cure depression by just thinking positively’) or come up with such a belief yourself.
2. In small groups, students create a mockumentary that presents the chosen myth as convincingly as possible. This should be around 5–8 minutes long, and should ideally be a video (but can also be a live-enactment in class).
3. The mockumentaries will be presented in Week 14 of the course, and each presentation will have the following structure:

- (a). Live showing of the mockumentary.
- (b). Director's commentary.

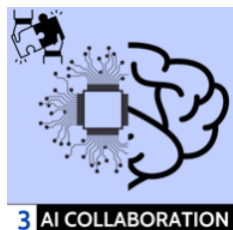
For the Director's commentary, each project group will provide background information on their mockumentary (no longer than 8 minutes) that answers the following questions:

1. What methods did you use to try and convince the audience of the authenticity of the myth?
2. How do you know it's a myth?
3. How do you think it would be possible to debunk the myth?

Additional guidelines on the mockumentary:

- Feel free to invent fictional experts, interviews, or studies.
- Include **at least 3 real scientific psychological sources** (published articles in peer-reviewed journals), though you are allowed to misrepresent their findings as long as you include the correct representation in your Director's commentary.
- You have to submit your mockumentary on Canvas before week 14. If it is a video, submit the video. If it is a live-enactment, submit the full script.

Permitted AI use:



Students are allowed to use Generative AI tools to complete the assignment as long as the intellectual contributions come entirely from the students. In line with the Generative AI Policy of VinUniversity (available [here](#)), any and all uses of Generative AI for the completion of this assignment need to be accompanied by documentation showing the type of tool used, the input to the tool, the output that the tool produced, a reflection on the output, and evidence of the use. Students are encouraged to use the template provided in Appendix B of the policy (available [here](#)).

Grading rubrics (all percentages relative to the total grade of 100%):

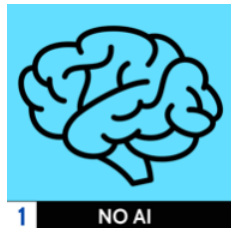
- **Mockumentary's engagement with scientific research (30%):** All submissions need to include at least three valid, scientific psychology studies published in peer-reviewed academic journals (10%). The remainder of the grade (20%) is based on how well these sources are used to support the myth/pseudoscientific belief and how well they generally fit into the mockumentary's narrative. Best grades are awarded to references that blend in so well that they are indistinguishable from made-up references. Note: In the case of a misrepresentation of a study's results, it still needs to be grounded in the real research. You can exaggerate the findings (e.g., claims of causality, overgeneralization to populations or stimuli, etc.), but it has to be closely related to the study itself. As a check for yourself, think about whether a quick, uncritical read of the study could potentially lead to the conclusions that you are presenting.

- **Mockumentary quality (30%):** Good grades will be awarded to mockumentaries that provide a convincing, coherent narrative (15%) and that present (real and fake) evidence in a way that strongly supports the narrative (15%).
- **Mockumentary creativity (10%):** Good grades will be awarded to mockumentaries that are original, insightful, and memorable.
- **Director's commentary (20%):** Good grades will be awarded to Director's commentaries that demonstrate clear planning and structure in the design of the mockumentary (10%) and that provide insights beyond what is demonstrated in the mockumentary itself (10%).
- **Effort and preparation (10%):** Good grades will be awarded to projects that demonstrate effort and good preparation of the Director's commentary.

3. Final Exam (50%)

The final exam will be 90 minutes long, pen-and-paper-based, and will comprise of open-ended questions covering the entirety of the course.

Permitted AI use:



The final exam will be an invigilated in-person exam. **Students are permitted to bring one sheet of white A4 paper with hand-written notes (two-sided).** No other tools or materials are allowed. Any and all uses of other material during the final exam will be treated as a cheating attempt. Cheating attempts will be reported according to the currently valid policy as at least a Tier 2 violation and will result in a grade of 0 (F) for the final exam, without the possibility to retake it.

Guidelines on Ethical and Responsible Use of GenAI

VinUniversity Institutional Statement on the Ethical and Responsible Use of GenAI (taken from <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-use-of-generative-artificial-intelligence/>).

VinUniversity supports the ethical and responsible integration of generative AI and other innovations in teaching and learning. We encourage VinUniversity students, faculty, teaching assistants, and staff to purposefully utilize generative AI through a critical lens to spark creativity and deepen understanding. However, submitting largely AI-generated work as one's original work without formal acknowledgement fundamentally violates the principles of academic integrity. Generative AI has the potential to supplement and assist the learning process but must not replace the invaluable role of original human thought, analysis, and expression which are the core tenets of all academic endeavors. As an institution, VinUniversity is committed to upholding the highest ethical standards

of scholarly work while leveraging the potential of the purposeful, discerning, and responsible application of generative AI to enhance learning. Each faculty may have their own specific thresholds of acceptable generative AI use, so students should carefully review and adhere to the policies set by their instructors for a more nuanced understanding in each course. When in doubt, students should discuss with their instructor for clarity and confirmation.

AI Assessment Scale

To provide more specificity of the permitted use of GenAI tools at the course level, clear instructions for major assessments will be provided to students regarding acceptable use of GenAI tools. This will be communicated through an AI Assessment Scale (AIAS) which explicitly declares the thresholds of acceptable GenAI use for each major assignment. I will communicate the level of acceptable GenAI use in the assignment instructions.

VinUniversity Artificial Intelligence Assessment Scale v1.0. Adapted from Perkins, Furze, Roe, & MacVaugh (2024)

Level	Description	Possible Evidence/Documentation
 Level 1: No AI Use	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.	Supervision under invigilated conditions. In-class work without the use of devices, or with the use of a secure lockdown browser.
 Level 2: AI for Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and initial research. Your final submission should show how you developed and refined these initial ideas into the final submission.	Reflection detailing the ideation process and how AI was used for the initial ideation and planning. Before-and-after comparison of AI-generated content and the student's final, refined version. Screenshots or link to chat history of the AI tool(s).
 Level 3: AI for Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.	Reflection on the collaboration process with AI, including critical evaluation of AI output. Annotations may be required. "Before and after" comparison of AI-generated content and the student's final work, showing changes and rationale. Screenshots or link to chat history of the AI tool(s) used during the collaboration phase.
 Level 4: Full AI Use	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work as you wish, or as specifically stated in your assessment. Focus on directing AI to achieve your goals while demonstrating critical thinking.	Written or recorded explanation of the strategy used to direct AI, including decision-making processes. Portfolio showcasing the evolution of the work, from AI-generated content to final product and a reflection of the strengths, weaknesses, biases of the AI tool(s), and the effectiveness of the AI-human process.
 Level 5: AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.	Project proposal outlining intended AI exploration, limitations, and ethical boundaries. Regular check-ins or progress reports on AI experimentation. Portfolio or reflection of the exploration process including the strengths, weaknesses, and biases of the AI tool(s).

When permitted, any use of GenAI must be formally acknowledged in your submitted work. Acknowledgement of GenAI use typically includes stating which tool(s) were used, the specific prompts input into the tool(s), and how the AI-generated output was integrated into your work. The specific requirements for this acknowledgment will be shown in the assignment instructions. Failure to properly disclose AI use or submitting AI-generated content as one's own original work constitutes academic dishonesty and will be treated as a violation under the VinUniversity Academic Integrity Policy.

Responsibility for Fact Checking

You are responsible for ensuring the accuracy of any content in their academic work, whether human- or AI-generated. Being mindful of the tendency of GenAI to hallucinate (where the AI model presents false or misleading information as fact), you should fact check and cross-reference with credible sources to critically assess GenAI output. You are responsible for the final product that they submit and should be prepared to justify and explain any aspects of their assignments to demonstrate a thorough understanding of the work.

Grading Scheme

Letter grade	Percentage Range	GPA
A	93–100%	4.0
A–	90–92%	3.7
B+	87–89%	3.3
B	83–86%	3.0
B–	80–82%	2.7
C+	77–79%	2.3
C	73–76%	2.0
C–	70–72%	1.7
D+	67–69%	1.3
D	63–66%	1.0
D–	60–62%	0.7
F	0–59%	0.0

Grading Scheme Rounding Policy

When scores are at a boundary between two letter grades, they are rounded up from 0.5–0.99 and remain at the same letter grade from 0.01–0.49.

- Example 1: 59.6% would be rounded up to 60% to the next highest letter grade (D–).
- Example 2: 89.4% would remain at the current letter grade (B+).

Late Submission Policy and Makeup Request Procedures

Due to the nature of the assignments, none of the assignments can be submitted late.

Only in the case of the Final Exam can the students request a makeup exam. The procedure follows the VinUniversity policy outlined in the ‘Academic Regulations for Full-Time Undergraduate Programs’ (accessible [here](#)), Chapter III, Article 21, Paragraph 6: Absence from examinations. In absence of a valid reason, the Final Exam will be marked as 0% (F). In the presence of valid reasons, a retake exam may be offered. The retake exam will be an oral exam that will be arranged shortly after the regular Final Exam took place.

- Example 1: The entire group misses the Group Project presentation. The assignment will be marked as 0% (F).
- Example 2: A student does not come to the final exam. Valid documentation is provided to the Registrar Office within one (1) week of the final exam. The student may be allowed to take an oral retake exam.

- Example 3: A student does not come to the final exam. Valid documentation is not provided to the Registrar Office within one (1) week of the final exam, or the reason for absence is not judged as being valid by the Registrar Office. The Final Exam will be marked as 0% (F) and the student will not be allowed to take a retake exam.

Course Expectations

Attendance and Punctuality

Attendance is not formally required, but successful participation and completion is impossible without regular attendance.

Emergency Protocols and Safety

In the event of emergency situations that require class cancellation or format changes, you will be notified through official VinUniversity communication channels. If classes must be suspended, we will transition to online learning to ensure continuity of instruction. All assignments, deadlines, and course expectations will be communicated clearly during any emergency period.

In case of severe weather, natural disasters, or other emergencies affecting campus operations, please monitor official VinUniversity announcements and do not come to campus if conditions are unsafe. Your safety is our top priority. If you experience personal emergencies that affect your ability to attend class or complete coursework, please contact your instructor and Student Affairs Management as soon as possible to discuss accommodations.

For immediate campus emergencies, follow posted evacuation procedures and emergency contact information. Please familiarize yourself with emergency exits and emergency procedures. If you notice any safety hazards, please contact the Campus Services and Development Office (Campus Security & Safety hotline) at:

0247 108 9779 ext. 9901

Institutional Policies

VinUniversity Academic Integrity Policy

VinUniversity Statement on Academic Integrity

Each student in this course is expected to follow the VinUniversity Academic Integrity Code. Students must submit their own work for receiving academic credit in this course. In the case of group assignments or projects, students must follow the instructions for co-operative work provided by faculty.

Students are encouraged to study together and to discuss information and concepts covered in the lecture and the sections with other students. However, no student may copy all or part of the work done by someone else.

If copying occurs, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Students may also receive a failing grade for the course and face further disciplinary action.

Students may not copy information from online sources, books, articles, any other public or private source, and submit it as your own work. When using someone else's work to support students work, students must cite the appropriate reference. If students use someone else's work without properly citing it, it is considered plagiarism. All submitted materials at VinUniversity are subject to plagiarism check using Turnitin. The penalties for plagiarism are the same as those for copying.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations. Students may not compare papers or answers, copy from others, or collaborate in any way. If students fail to follow these rules, students will receive an automatic fail in the exam. Students may also receive a failing grade for the course and face further disciplinary action.

Please refer to the Student Academic Integrity policy at <https://policy.vinuni.edu.vn/all-policies/student-academic-integrity/> for more details.

Last updated September 30, 2022.

Grade Appeal Policy

Grade appeals are limited to final course grades. Instructors (including faculty and teaching assistants) have the exclusive right to assign grades based on their professional judgment, and they strive for accuracy, fairness, and transparency throughout the grading process. Students have the right to appeal grades which they believe were affected by clerical errors or were awarded in a biased or arbitrary way. It is the student's responsibility to initiate the appeal process, and they must provide proof to support their claim. Students should begin the grade appeal process directly with the instructor as soon as possible after grades are released before escalating to higher authorities.

If the result does not produce a satisfactory resolution of the student request, or if the student

feels the grading was prejudiced, arbitrary, or capricious, the student may appeal in writing (refer to Step 2 in the procedure). If students choose to appeal in writing, they must submit a formal written appeal using the official Grade Appeal Form, detailing the reasons for disputing the grade and any efforts made to resolve the issue, including all relevant supporting documentation. Students must pay the Exam Score Review fee and submit proof of payment before the appeal can be processed, in accordance with Section II – Item 4: Academic Administrative Fee of the University's Financial Regulations and Tariff (for students).

Please read the full Student Grade Appeal Procedure here: <https://policy.vinuni.edu.vn/all-policies/student-grade-appeal-procedure/>

Last updated on January 21, 2026

Formal Escalation Management Procedure

At VinUniversity, we are committed to fostering a positive and inclusive environment where students feel empowered to share their experiences. Students may voice their concerns and seek resolutions, but should do so with sensitivity, fairness, and impartiality.

If you experience issues during the course, you should first speak with the instructor, and if needed, follow the escalation process outlined in the Formal Escalation Management Procedure for Students' Complaint (<https://policy.vinuni.edu.vn/all-policies/formal-escalation-management-procedure-for-students/>)

Student complaints should be raised and addressed in a manner that is respectful, constructive, and made in good faith, with the aim of achieving fair resolution and continuous improvement, in alignment with the University's core values of integrity, mutual respect, accountability, and community well-being.

A genuine complaint is defined as any issue that a student feels is inappropriate to resolve informally, or they have been unable to resolve informally. Otherwise, the matter of interest is considered as an enquiry, concern or feedback that can be addressed informally at a local level in person or in writing. If a student is unsure who to contact to resolve their issue, they should contact Student Affairs Management (SAM) via connect-sam@vinuni.edu.vn

Last updated on December 24, 2025.

Student Academic Accommodations

VinUni is committed to providing an inclusive, equitable, and accessible learning environment for all students. The Guidelines on Student Academic Accommodation aim to ensure that students with documented or substantiated needs are provided with reasonable academic adjustments, remove unnecessary barriers to learning and assessment, maintain academic standards, learning outcomes, and academic integrity, and align with international best practices in inclusive education and student well-being.

Specific arrangements may vary depending on the student's medical profile and learning needs. Final accommodation recommendations shall be developed by the Student Affairs Management Office, in

consultation with the Office of the Registrar and, where necessary, the student's treating healthcare professional or qualified specialist. The relevant academic unit shall determine how the approved accommodations are implemented while maintaining academic standards and learning outcomes.

Students may request academic accommodation by submitting a formal Academic Accommodation Request to the Student Affairs Management Office, specifying the accommodation sought and providing all relevant supporting documentation (medical, psychological, or other substantiating information where applicable). In case of mental health conditions, please refer to the Mental Health and Wellbeing Counsellor to have a counselling consultation prior to this process.

Contact: connect-sam@vinuni.edu.vn

Please read the full guidelines at: <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-academic-accommodation/>

Last updated on July 22, 2026

Assessment Task	Accommodation	Replacement task/clarifications
Group project (40%)	Individual project	Student needs to submit an individual project that is identical to the group project.
Final exam (50%)	Separate room	Final exam takes place in a separate room under individual invigilation
Final exam (50%)	Waiver	Replacement with an oral exam
Final exam (50%)	Use of technological devices	Technological device needs to be checked and approved in advance so that it does not provide any advantage compared to other students
Final exam (50%)	Time extension	(up to 50%)
Final exam (50%)	Scheduled rest breaks	Students may request in advance scheduled rest breaks during the sitting final exam with supervision

Diversity, Equity and Inclusion Policy

VinUniversity is committed to cultivating an inclusive, equitable, and respectful learning and working environment. The University values diversity in all forms and ensures that no member of the community – student, faculty, or staff – is discriminated, harassed, or bullied. Diversity, equity, and inclusion are integral to VinUniversity's mission of excellence in education, research, and service.

The VinUniversity Diversity, Equity, and Inclusion (DEI) policy establishes VinUniversity's principles and expectations for advancing diversity, equity, and inclusion across all areas – governance, recruitment, admissions, learning, research, community engagement, and operations. The DEI policy applies to all members of the VinUniversity community, including employees, students, contractors, partners, and visitors, in all programs and activities, ensuring an environment free from discrimination where every member can fully participate and reach their potential.

VinUniversity explicitly prohibits discrimination, harassment, or unfair treatment on the grounds of age, disability, race, religion or belief, gender and sexual orientation, gender identity or expression, marriage, pregnancy and maternity, or any other characteristic protected by law. To read the full DEI policy, please visit <https://policy.vinuni.edu.vn/all-policies/vinuniversity-diversity-equity-and-inclusion-dei-policy/>

Last updated on Oct 27, 2025