

SYLLABUS
Psychology

1. Information on academic programme

1.1. University	"1 Decembrie 1918" University of Alba Iulia
1.2. Faculty	Faculty of Economics
1.3. Department	Business Administration and Marketing
1.4. Field of Study	Business Administration
1.5. Cycle of Study	Undergraduate
1.6. Academic programme / Qualification	Business Administration/ 242102 Process improvement specialist, 242104 Process manager, 242110 Economic performance planning, control and reporting specialist

2. Information of Course Matter

2.1. Course		Psychology		2.2. Code		BA116	
2.3. Course Leader/ Seminar Tutor			Ioana Todor				
2.4. Seminar Tutor			Ioana Todor				
2.5. Academic Year	I	2.6. Semester	I	2.7. Type of Evaluation (E – final exam/C-examination /VP)	C	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	C

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	2	3.2. course	1	3.3. seminar, laboratory	1
3.4. Total number of hours in the curriculum	28	3.5. course	14	3.6. seminar, laboratory	14
Allocation of time:					hours
Individual study of readers					40
Documentation (library)					31
Home assignments, Essays, Portfolios					10
Tutorials					-
Assessment (examinations)					2
Other activities.....					-

3.7 Total number of hours for individual study	47
3.9 Total number of hours per semester	75
3.10 Number of credits	3

4. Prerequisites (where applicable)

4.1. about curriculum	-
4.2. about competences	-

5. Requisites (where applicable)

5.1. course-related	Classroom with video projector / board
5.2. seminar/laboratory-based	Classroom with video projector / board

6. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	Usage of fundamental knowledge in order to explain and interpret various types of concepts, situations, processes, projects, etc. associated to the field
Transversal competences	CT1 Application of principles, norms and values of professional ethics within one's personal rigorous, efficient and responsible work strategy CT 2 Role and responsibility identification in a multi-specialized team and application of relating and efficient work techniques at team level

7. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	<i>To know the psychological theories and concepts, to stimulate the interest for the scientific study of the psychological factors involved in the daily activity</i>
7.2 Specific objectives of the course	<ul style="list-style-type: none"> - To know the main methods of human behavior scientific study - To describe the development of various psychical processes and to identify the underlying cognitive mechanisms - To identify the interdependent relations between organism, cognition, emotion, and behavior - To apply psychological knowledge in the professional life

8. Course contents

8.1 Course	Teaching methods	Observations
1. Psychic –object of study in psychology. Concept of psychic – historical presentation. Concept of psychic –present acceptions. Levels of mind analysis	Lecture Debate	<i>1 hour</i>
2. Main psychological trends. Psychoanalysis. Humanist psychology. Behaviourism. Cognitive psychology	Lecture Debate	<i>1 hour</i>
3. Sensorial processes. Sensations: definition, laws of sensation, sensorial limits. Perception: visual perception –theories, recognition, perceptive constants, perceptive development	Lecture Debate Problematization	<i>1 hour</i>
4. Attention and the conscious states. Attention: definition, types, characteristics. The distinction between conscious and unconscious. Implied information processing. Sleeping and dreams. Altered states of consciousness	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>

5. Memory. Altered states of consciousness. Memory: definition, general characteristics, memory processes. Memory patterns – memory levels. Multiple memory levels. Memory optimization	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
6. Thinking. Definition, structure, operations. Reasoning. Problem solving	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
7. Language. Definition and characterisation. Forms of communication. Language functions. The relation between language and thinking	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
8. Learning. Learning by classical conditioning. Learning by operative conditioning. Social and cognitive pattern	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
9. Motivation. General characterization. Motivation theories. The relation between performance and motivation	Lecture Debate Examples and case studies	<i>1 hour</i>
10. Affective processes. Classification, definition, general presentation. Emotion theories. Emotion multi-level analysis. Emotional intelligence	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
11. Intelligence and creativity. Concept definition. Theories of intelligence. Intelligence measurement. The role of heredity, environment and education in intelligence development. Theories of creativity and creativity patterns	Lecture Debate Examples and case studies Learning by discovery	<i>1 hour</i>
12. Personality (I). Concept of personality. Theories of personality–psychoanalytical approach, theory of features, theory of social learning, phenomenological approach	Lecture Debate Problematization	<i>1 hour</i>
13. Personality (II). Temperament. Attitudes and character features	Lecture Debate Examples and case studies	<i>1 hour</i>
14. Stress and psychological readjustment. Concept of stress. Adaptation to stress: defense mechanisms versus coping mechanisms. Stress management	Lecture Debate Examples and case studies	<i>1 hour</i>

8.2 Bibliography

1. Eysenck, M. W. and M. T. Keane (2010). Cognitive psychology: a student's handbook. Hove, Psychology Press.
2. Feldman, R.S. (1996). Understanding psychology 4th ed. Boston, McGraw Hill.
3. Henley, T. B. (2015). "Psychology, History of (Early Period)". International Encyclopedia of the Social & Behavioral Sciences. pp. 406–411.
4. McLeod, S. A. (2019). Simply Psychology. Retrieved from <https://www.simplypsychology.org/>
5. Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. American Psychologist, 50, 912-927.

Seminar-lab		
1. History of psychology	<i>Presentation, analysis, discussions</i>	<i>2 hours</i>
2. Theoretical approaches in contemporary psychology	<i>Presentation, analysis, discussions</i>	<i>3 hours</i>
3. Research methods in psychology	<i>Presentation, analysis, discussions</i>	<i>2 hours</i>
8. Bibliography		
<ol style="list-style-type: none"> Eysenck, M. W. and M. T. Keane (2010). Cognitive psychology: a student's handbook. Hove, Psychology Press. Feldman, R.S. (1996). Understanding psychology 4th ed. Boston, McGraw Hill. Henley, T. B. (2015). "Psychology, History of (Early Period)". International Encyclopedia of the Social & Behavioral Sciences. pp. 406–411. McLeod, S. A. (2019). Simply Psychology. Retrieved from https://www.simplypsychology.org/ 		

9. Corroboration of course contents with the expectations of the epistemic community's significant representatives, professional associations and employers in the field of the academic programme

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10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight of the final grade
10.4 Course	<i>Final assessment</i>	<i>Written exam</i>	60%
	-	-	-
10.5 Seminar	<i>Eg. Verification during the semester</i>	<i>Portfolio with practical works</i>	40%
	-	-	-
10.6 Minimum performance standard: Obtaining minimum 5 (five).			
<ul style="list-style-type: none"> - 50% resulted after gathering score according to point 10.3. - A good command of the scientific information that has been presented throughout the lectures and seminars. 			

Fill in date
04.09.2019

Course titular's signature,
PhD Assoc. Prof. Ioana Todor

Seminar titular's signature,
PhD Assoc. Prof. Ioana Todor

Approval date in department
4.09.2019

Department director's signature,
PhD Assoc. Prof. Gavrilă-Păvăne Ionela