

SYLLABUS

1. Information on academic programme

1.1. University	“1 Decembrie 1918”
1.2. Faculty	Faculty Of Sciences
1.3. Department	Economic Science and Business Administration
1.4. Field of Study	Business Administration
1.5. Cycle of Study	Undergraduate
1.6. Academic programme / Qualification	Business Administration

2. Information of Course Matter

2.1. Course		Psychology			2.2. Code		BA117	
2.3. Course Leader/ Seminar Tutor				Todor Ioana				
2.4. Seminar Tutor				Todor Ioana				
2.5. Academic Year	I	2.6. Semester	I	2.7. Type of Evaluation (E – final exam/C-examination /VP)	Vs	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	I	3.3. seminar, laboratory	I
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					12
Tutorials					-
Assessment (examinations)					-
Other activities.....					-

3.7 Total number of hours for individual study	47
3.8 Total number of hours in the curriculum	28
3.9 Total number of hours per semester	75
3.10 Number of ECTS	3

3. Prerequisites (where applicable)

4.1. curriculum-based	Active participation
4.2. competence-based	<ul style="list-style-type: none"> • To read the recommended bibliography • Supplementary documentation • Presentations and planned projects - drawing up and defense • Active participation

4. Requisites (where applicable)

5.1. course-related	
5.2. seminar/laboratory-based	

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

Professional competences	C2 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-specialised team and application of relating and efficient work techniques at team level

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

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

7. Course contents

8.1 Course (learning units)	Teaching methods	Remarks
1. Psychic – object of study in psychology. Concept of psychic – historical presentation. Concept of psychic – present acceptions. Levels of mind analysis	Lectures Debate	
2. Main psychological trends. Psychoanalysis. Humanist psychology. Behaviourism. Cognitive psychology.	Lectures Debate	
3. Sensorial processes. Sensations: definition, laws of sensation, sensorial limits. Perception: visual perception – theories, recognition, perceptive constants, perceptive development.	Lectures Debate Problematization	
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	Lectures Debate Examples and case studies Learning by discovery	
5. Memory. Altered states of consciousness. Memory: definition, general characteristics, memory processes. Memory patterns – memory levels. Multiple memory levels. Memory optimization. Oblivion.	Lectures Debate Examples and case studies Learning by discovery	
6. Thinking. Definition, structure, operations. Reasoning. Problem solving	Lectures Debate Examples and case studies Learning by discovery	
7. Language. Definition and characterisation. Forms of communication. Language functions. The relation between	Lectures Debate	

language and thinking	Examples and case studies Learning by discovery	
8. Learning. Learning by classical conditioning. Learning by operative conditioning. Social and cognitive pattern	Lectures Debate Problematization	
9. Motivation. General characterisation Motivation theories. The relation between performance and motivation	Lectures Debate Learning by discovery	
10. Affective processes. Classification, definition, general presentation. Emotion theories. Emotion multi-level analysis. Emotional intelligence	Lectures Debate Problematization	
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	Lectures Debate Examples and case studies Learning by discovery	
12. Personality (I). Concept of personality. Theories of personality – psychoanalytical approach, theory of features, theory of social learning, phenomenological approach	Lectures Debate Problematization	
13. Personality (II). Temperament. Attitudes and character features	Lectures Debate Problematization	
14. Stress and psychological readjustment. Concept of stress. Adaptation to stress: defense mechanisms versus coping mechanisms. Stress management	Lectures Debate Examples and case studies	

Bibliography:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. & Bem, D. J. (2002). *Introducere în psihologie*, Technical Publishing House
2. Baddeley, A. (1998). *Memoria umană*, Teora Publishing House
3. Baiceanu, L. (2003). *Dicționar ilustrat de psihologie*, Technical Publishing House
4. Cosmivici, A. (2005). *Psihologie generală*, Polirm Publishing House
5. Ewen, R. (2012). *Introducere în teoriile personalității*, Trei Publishing House
6. Miclea, M. (1999). *Psihologie cognitivă*, Polirom Publishing House
7. Parot, F. & Richelle, M. (1995). *Introducere în psihologie: Istoric și metode*, Humanitas Publishing House
8. Rusniek, A. (2010). *Cum să intri în mintea celuilalt. 60 de experimente ilustrate în psihologie Memoria. Percepția. Atenția și învățarea. Logica și inteligența*, Polirom Publishing House
9. Zlate, M. (1999). *Psihologia mecanismelor cognitive*, Polirom Publishing House

Seminars-laboratories	Teaching methods	
1. Psychic. Historical presentation, current tendencies. Short history of Romanian psychology	Debate Learning by discovery Discussion groups	
2. Research methods and psychological assessment	Debate Learning by discovery Discussion groups	
3. Psychological trends: psychoanalysis and humanist psychology, fundamental texts	Debate Learning by discovery Discussion groups	
4. Psychological trends: cognitive psychology and neurosciences	Debate Learning by discovery	

	Discussion groups	
5. Psychological processes: visual perception, mental images, imagination	Debate Learning by discovery Discussion groups	
6. Psychological processes: attention, memory, thinking, and problem solving	Debate Learning by discovery Discussion groups	
7. Theories of personality	Debate Learning by discovery Discussion groups	

References

1. Atkinson, R. L., Atkinson, R. C., Smith, E. & Bem, D. J. (2002). *Introducere în psihologie*, Technical Publishing House
2. Baddeley, A. (1998). *Memoria umană*, Teora Publishing House
3. Baiceanu, L. (2003). *Dictionar ilustrat de psihologie*, Technical Publishing House
4. Cosmivi, A. (2005). *Psihologie generală*, Polirm Publishing House
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7. Parot, F. & Richelle, M. (1995). *Introducere în psihologie: Istoric și metode*, Humanitas Publishing House
8. Rusniek, A. (2010). *Cum să intri în mintea celuiilalt. 60 de experimente ilustrate în psihologie Memoria. Perceptia. Atenția și învățarea. Logica și inteligența*, Polirom Publishing House
9. Zlate, M. (1999). *Psihologia mecanismelor cognitive*, Polirom Publishing House
10. Zlate, M (2007). *Introducere în psihologie (ed. a III-a)*, Polirom Publishing House

1. 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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2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Volume and knowledge - correctness	Written work	40
	Language scientific rigour	Written work	10
	Content organisation	Written work	10
	Originality	Written work	10
10.5 Seminar/laboratory	Project defense	Seminar assessment card	20
	Active participation in seminar activity	Seminar assessment card	10
10.6 Minimum performance standard: accomplishment of the stipulated minimum standards			
- 50% resulted after gathering score according to point10.3.			

Remarks:

Submission date

Course leader signature

Seminar tutor signature

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Lecturer Todor Ioana Ph.D.

Lecturer Todor Ioana Ph.D.

Date of approval by Department members

Department director signature

Lecturer Muntean Andreea, Ph.D._____