

**SYLLABUS**  
**Academic year 2024-2025**  
**Year of Study I / Semester I**

**1. Information on academic program**

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	Bachelor
1.6. Academic program / Qualification/ ESCO Code	Business Administration / 242102 Process improvement specialist, 242104 Process manager, 242110 Specialist in planning, control, and reporting of economic performance; ESCO Code 2421 - Management and Organisation Analysts

**2. Information of Course Matter**

2.1. Course	Psychology	2.2. Code	BA116
2.3. Course Leader/ Seminar Tutor	Lecturer PhD. Nanu Cristina		
2.4. Seminar Tutor	Lecturer PhD. Nanu Cristina		
2.5. Academic Year	I	2.6. Semester	I
2.7. Type of Evaluation (E – final exam/C-examination /VP)		Vp	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
a	Individual study of readers				20
b	Documentation (library)				10
c	Home assignments, Essays, Portfolios				15
d	Tutorials				-
e	Assessment (examinations)				2
f	Other academic activities (study visits, mentoring, projects )				-

3.7 Total number of hours for individual study (a+b+c)	45
3.8 Total number of hours for academic activities (d+e+f+3.4)	30
3.9 Total number of hours per semester (3.7+3.8)	75
3.10 Number of ECTS	3

**4. Prerequisites (if necessary)**

4.1. curriculum-based	-
4.2. competence-based	-

**5. Requisites (if necessary)**

5.1. course-related	Room equipped with video projector/blackboard. Active participation Reading the course material
5.2. seminar/laboratory-based	Room equipped with video projector/whiteboard Reading the recommended bibliography Additional documentation Elaboration and support of the planned presentation/projects Active participation.

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

Competences/Study results	-
Transversal competences	R21/CT1 Builds team spirit R24/CT4 Ensures customer orientation R25/CT5 Shows confidence

## 7. Course objectives (as per the program 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"> <li>To know the main methods of human behaviour scientific study</li> <li>To describe the development of various psychical processes and to identify the subadjacent cognitive mechanisms</li> <li>To identify the interdependent relations between organism, cognition, emotion, and behaviour</li> <li>To apply psychological knowledge in the professional life</li> </ul>

## 8. Course contents

8.1 Course	Teaching methods	Remarks
1. C1. The psyche - object of study of psychology. The concept of psyche – historical presentation. The concept of psyche – current meanings. Levels of psychic analysis	Lectures Debate	1 hour
2. C2. The main psychological currents. Psychoanalysis. Humanistic psychology. Behaviorism. Cognitive psychology.	Lectures Debate	1 hour
3. C3. Sensory processes. Sensations: definition, laws of sensations, sensory thresholds. Perception: visual perception - theories of visual perception, recognition, perceptual constants, perceptual development.	Lectures Debate Problematization	1 hour
4. C4. Attention and states of consciousness. Attention: definition, types, characteristics. The conscious-unconscious distinction. Implicit processing of information. Sleep and dreams. Altered states of consciousness.	Lectures Debate Examples and case studies Learning by discovery	1 hour
5. C5. Memory. Altered states of consciousness memory: definition, general characterization, memory processes. Memory models - memory levels (MS, MSD, MLD). Multiple memory systems. Memory optimization. Forgetting.	Lectures Debate Examples and case studies Learning by discovery	1 hour
6. C6. Thinking. Definition, structure, operations. Reasoning. Problem solving.	Lectures Debate Examples and case studies Learning by discovery	1 hour
7. C7. Language. Definition and characterization. Forms of communication. The functions of language. The relationship between language and thought.	Lectures Debate Examples and case studies Learning by discovery	1 hour
8. C8. Learning. Learning through classical conditioning. Learning through operant conditioning. The socio-cognitive model.	Lectures Debate Problematization	1 hour
9. C9. Motivation. General characterization. Theories of motivation The motivation-performance relationship.	Lectures Debate Learning by discovery	1 hour
10. C10. Affective processes. Classification, definitions, overview. Theories	Lectures	1 hour

of emotions. Multilevel analysis of emotions. Emotional intelligence.	Debate Problematization	
<b>11.</b> C11. Intelligence and creativity. Definition of concepts. Theories of intelligence. Measuring intelligence. The role of heredity, environment and education in the development of intelligence. Theories and models of creativity.	Lectures Debate Examples and case studies Learning by discovery	1 hour
<b>12.</b> C12. Personality (I). The concept of personality. Theories of personality - psychoanalytic approach, trait theory, social learning theory, phenomenological approach.	Lectures Debate Problematization	1 hour
<b>13.</b> C13. Personality (II). Temperament. Attitudes and character traits. Skills and habits.	Lectures Debate Problematization	1 hour
<b>14.</b> C14. Stress and psychological adaptation. The concept of stress. Adaptation to stress: defense mechanisms vs. coping mechanisms. Stress management.	Lectures Debate Examples and case studies	1 hour
<b>Bibliography:</b>		
<ol style="list-style-type: none"> <li>1. Atkinson, R. L., Atkinson, R. C., Smith, E. &amp; Bem, D. J. (2002). Introducere în psihologie, Editura Tehnică.</li> <li>2. Baddeley, A. (1998). Memoria umană, Editura Teora.</li> <li>3. Baiceanu, L. (2003). Dictionar ilustrat de psihologie, Editura Tehnică.</li> <li>4. Cosmvici, A. (2005). Psihologie generală, Editura Polirm.</li> <li>5. Ewen, R. (2012). Introducere în teoriile personalității, Editura Trei.</li> <li>6. Herman, R.I. (2019). Psihologie. Suport de curs în format ppt. Universitatea “1 Decembrie 1918” din Alba-Iulia</li> <li>7. Miclea, M. (1999). Psihologie cognitivă, Editura Polirom.</li> <li>8. Parot, F. &amp; Richelle, M. (1995). Introducere în psihologie: Istoric și metode, Editura Humanitas.</li> <li>9. Rusniek, A. (2010). Cum să intri în mintea celuiilalt. 60 de experimente ilustrate în psihologie. Memoria. Percepția. Atenția și învățarea. Logica și inteligența, Editura Polirom.</li> <li>10. Todor, I. (2013), Psihologie generală, EDP,R.A, București.</li> <li>11. Todor, I. (2015), Psihologie generală. Suport de curs în format ID. Universitatea “1 Decembrie 1918” din Alba-Iulia</li> <li>12. Zlate, M. (1999). Psihologia mecanismelor cognitive, Editura Polirom.</li> <li>13. Zlate, M (2007). Introducere în psihologie (ed. a III-a), Editura Polirom.</li> <li>14. Sterian, M., Nicoară, D. (2017). Psihologie generală. Editura Prouniversitaria</li> </ol>		
<b>8.2. Seminar</b>	<b>Teaching methods</b>	<b>Remarks</b>
1. Psychic. Historical presentation, current tendencies. Short history of Romanian psychology	Debate Learning by discovery Discussion groups	1 hour
2. Research methods and psychological assessment	Debate Learning by discovery Discussion groups	1 hour
3. Psychological trends: psychoanalysis and humanist psychology, fundamental texts	Debate Learning by discovery Discussion groups	1 hour
4. Psychological trends: cognitive psychology and neurosciences	Debate Learning by discovery Discussion groups	1 hour
5. Psychical processes: visual perception, mental images, imagination	Debate Learning by discovery Discussion groups	1 hour
6. Psychical processes: attention, memory, thinking, and problem solving	Debate Learning by discovery Discussion groups	1 hour
7. Theories of personality	Debate Learning by discovery Discussion groups	1 hour

**Bibliography:**

1. Atkinson, R. L., Atkinson, R. C., Smith, E. & Bem, D. J. (2002). Introducere în psihologie, Editura Tehnică.
2. Baddeley, A. (1998). Memoria umană, Editura Teora.
3. Baiceanu, L. (2003). Dictionar ilustrat de psihologie, Editura Tehnică.
4. Cosmvici, A. (2005). Psihologie generală, Editura Polirm.
5. Ewen, R. (2012). Introducere în teoriile personalității, Editura Trei.
6. Herman, R.I. (2019). Psihologie. Suport de curs în format ppt. Universitatea “1 Decembrie 1918” din Alba-Iulia
7. Miclea, M. (1999). Psihologie cognitivă, Editura Polirom.
8. Parot, F. and Richelle, M. (1995). Introducere în psihologie: Istoric și metode, Editura Humanitas.
9. Rusniek, A. (2010). Cum să intri în mintea celuiilalt. 60 de experimente ilustrate în psihologie. Memoria. Percepția. Atenția și învățarea. Logica și inteligența, Editura Polirom.
10. Todor, I. (2013), Psihologie generală, EDP,R.A, București.
11. Todor, I. (2015), Psihologie generală. Suport de curs în format ID. Universitatea “1 Decembrie 1918” din Alba-Iulia
12. Zlate, M. (1999). Psihlogia mecanismelor cognitive, Editura Polirom.

**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**

The analysis and development of professional knowledge and skills integrates both the provisions of the Romanian College of Psychologists (CPR) and those of the American Psychological Association and the European Federation of Psychologists Associations. The didactic sequences are reinforced by case studies, results of research extracted both from the specialized literature and from collaborations with educational institutions, school inspectorates and official documents on the dynamics of career counseling and guidance activities in the educational field.

**10. 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	30
	Language scientific rigour	Written work	10
	Content organisation	Written work	10
	Originality	Written work	10
10.5 Seminar/laboratory	Project defense	Seminar assessment card	30
	Active participation in seminar activity	Seminar assessment card	10
10.6 Minimum performance standard: obtaining minimum grade 5			
- 50% resulted after gathering score according to point10.3.			

Fill in date  
12.09.2024

Course leader’s signature,  
Lecturer .PhD. Nanu Cristina

Seminar tutor’s signature  
Lecturer .PhD. Nanu Cristina

Approval date in departament  
16.09.2024

Department director’s signature,  
PhD Assoc.Prof. Maican Silvia