

SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course	Introduction to Psychology I						
2.2 Teacher in charge of the lecture	Lecturer Ramona Buzgar, PhD						
2.3 Teacher in charge of the seminar	Lecturer Ramona Buzgar, PhD						
2.4 Study year	1	2.5 Semester	1	2.6. Examination type	E	2.7 Course type	DO

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					56
Supplementary documentation at the library using specialized electronic platforms in the field					22
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					34
Tutoring					4
Exams					2
Other activities: research activities					1
3.7 Total number of hours of individual study	119				
3.8 Total number of hours per semester	175				
3.9 Number of credits (ECTS)	7				

4. Prerequisites (if applicable)

4.1 Curriculum	- NA
4.2 Competencies	- NA

5. Requirements (if applicable)

5.1 For the lecture	<ul style="list-style-type: none"> Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	<ul style="list-style-type: none"> Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional skills	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> knows the main landmarks in the development of psychology as a science Knows the difference between motivation, emotions and stress knows the psychological processes of information processing differentiates the specific mechanisms of each mental process <p>Explanation and interpretation</p> <ul style="list-style-type: none"> explains the differences between empirical knowledge and systematic knowledge differentiates the fields of practical application of knowledge in psychology interprets human behavior by analyzing the psychological processes involved in its realization <p>Instrumental - applicative</p> <ul style="list-style-type: none"> designs the application of methods of investigation in the field of psychology imagines research / investigation projects of some aspects of psychological functioning <p>Attitude</p> <ul style="list-style-type: none"> shows interest in psychology as a science promotes a value system based on the ethics of the psychologist profession
Transversal skills	<ul style="list-style-type: none"> Written and oral communication skills Relationship skills and teamwork Competences regarding the management of material and time resources Competences in using scientific terminology in the field of psychology

	<ul style="list-style-type: none"> Competences in interdisciplinary use of knowledge and terminology in the field of psychology
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7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	<ul style="list-style-type: none"> Familiarizing students with the main paradigms and concepts from the field of scientific psychology
7.2 Specific objectives	<ul style="list-style-type: none"> Comparative analysis of the paradigms of contemporary psychology and arousing interest in the study of scientific psychology. Forming an overview of human behavior and cognitive processes that support it. Familiarizing students with the main application areas of psychology.

8. Content

8.1 Lecture	Teaching strategies	Remarks
1. Common sense vs. scientific approach in psychology Keywords: common sense, scientific approach, observation, experiments, generalization, biology, mental processes, behavior	Interactive lecture, exemplification, case study, guided discovery	
2. Paradigms of contemporary psychology Keywords: Cognitive psychology, psychodynamic perspective, behavioral, humanistic paradigm, evolutionary psychology	Interactive lecture, exemplification, questioning, guided discovery	
3. Sensation and perception Keywords: sensation, perception, absolute threshold, sensory experience	Interactive lecture, exemplification, case study, guided discovery	
4. Mental processing Keywords: mental representation, memory, thought, language	Interactive lecture, exemplification, guided discovery	
5. Learning- Part I. Classical and operant conditioning. Keywords: stimulus, associations, response,	Interactive lecture, exemplification, case study, guided discovery	

behavior, reinforcements, punishment, extinction		
6. Learning- part II. Social-cognitive Learning Keywords: learning, cognition, modelling, observation, mental processes	Interactive lecture, exemplification, case study, guided discovery	
7. Human development Keywords: developmental stages, normativity, nature vs. nurture, cognitive development, language development	Interactive lecture, exemplification, questioning, guided discovery	
8. Personality Keywords: psychodynamic theories, trait, humanistic and cognitive theories	Interactive lecture, exemplification, questioning, guided discovery	
9. Motivation theories- Keywords: needs, innate, drive, incentives achievement, goal-setting, evolutionary perspective	Interactive lecture, exemplification, case study, guided discovery	
10. Emotions Keywords: basic emotions, evaluative response, facial expressions, subjective experience	Interactive lecture, exemplification, questioning, guided discovery	
11. Health and stress Keywords: health behavior, sources of stress, transactional process, adaptation	Interactive lecture, exemplification, case study, guided discovery	
12. Health and psychopathology Keywords: DSM, ADHD, anxiety, depression, attachment disorders, mood disorder, personality disorder	exemplification, questioning, guided discovery	
13. Positive psychology Keywords: well-being, happiness, social support	Interactive lecture, exemplification, questioning, guided discovery	

14. Social cognition

Keywords: stereotype, attitude, social bias, persuasion, cognitive dissonance

Mandatory references:

- Griggs, R. A. (2017). Psychology – a concise introduction. Worth Publishers, New York.
- Kowalski, R., Westen, D., (2011). Psychology. 6th edition. John Wiley & Sons, ISBN-13 978-0-470-64644-1,
- Myers, D. G. (2013). Psychology. Worth Publishers, New York.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. and Wagenaar, W., 2009. Atkinson & Hilgard's Introduction to Psychology. 15th ed. Hampshire: Cengage Learning EMEA

Optional references:

- Bargh, J., Lee-Chai A., Barndollar, K. et al (2005). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, 81, 1014-1027.
- Beck, A. T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, 165, 969-977.
- Cohen, S. Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385-396.
- Cox, T. (1993). Stress research and stress management: putting theory to work. HSE Contract Research Report No. 61/1993.
- David, D (2000). Unconscious information processing; Psychological contamination in the media, clinical and legal practice. Ed. Dacia. Cluj-Napoca
- Deci, E. L., & Ryan, L. M. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology*, 49, 182-185.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-944.
- Ekman, P. (1992). An argument for basic emotions. *Cognition and Emotion*, 6, 169-200.
- Ellsworth, P. C., & Scherer, K. R. (2003). Appraisal processes in emotion. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.) *Handbook of Affective Sciences*, pp. 572-595. Oxford: Oxford University Press.
- Hayes, N., & Joseph, S. (2003). Big 5 correlates of three measures of subjective well-being. *Personality and Individual Differences*, 34, 723-727
- Izard, C. (1992). Basic emotions, relations among emotions and emotions-cognition relations. *Psychological Review*, 99, 561-565.
- Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2011). Psychology. From inquiry to understanding. Boston: Allyn & Bacon.
- Miclea, M. (1994), *Cognitive Psychology*. Ed. Gloria. Cluj-Napoca.
- Opre, A. (2007 /) *Introduction to personality theories*. ASCR Publishing House, Cluj Napoca

- Opre, A. (2012) The Cognitive Unconscious. Theoretical models, experimental support and applications, Ed. Polirom, Iasi
- Parot, F., and Richelle, M., (1995). Introduction to Psychology: History and Methods, Ed. Humanitas
- Pytlik Zillig, L. M., Hemenover, S. H., & Dienstbier, S. H. (2002). What do we assess when we assess a Big 5 Trait? A content analysis of the affective, behavioral and cognitive processes represented in the Big 5 personality inventories. Journal of Social Psychology Bulletin, 28, 847-858.
- Russel, J. A. (2003). Core affect and the psychological construct of emotion. Psychological Review, 110, 145-172.
- Scherer, K., Wranik, T., Sangsue, J., Tran, V., & Scherer, U. (2004). Emotions in everyday life: probability of occurrence, risk factors, appraisal and reaction patterns. Social Science Information, 43, 499-570.

8.2 Seminar / laboratory	Teaching strategies	Remarks
1. Characteristics of good psychological research Keywords: research ideas, standardizes procedures, generalizability	Interactive lecture, group activity, experiential learning	
2. Research methods in psychology Keywords: descriptive research, experimental research	Interactive lecture, case study, group activity, learning by discovery	
3. Perceptual constancy and perceptual illusions Keywords: constancy, illusion, visual perception	Interactive lecture, case study, group activity, learning by discovery	
4. Intelligence Keywords: IQ, information-processing approach, multiple intelligence theory	Interactive lecture, case study, group activity, learning by discovery	
5. Applications of learning theories - classic conditioning, operant conditioning Keywords: stimulus, associations, response, reinforcements, punishment, extinction	Interactive lecture, case study, group activity, learning by discovery	
6. Applications of learning theories - observational learning	Interactive lecture, case study, group activity, learning by discovery	

Keywords: learning, cognition, modelling, observation, mental processes		
7. Human development - attachment styles Keywords: attachment style, parent-child relation, relations in adulthood	Interactive lecture, case study, group activity, learning by discovery	
8. Personality development Keywords: attitudes, behavior, self-confidence	Interactive lecture, case study, group activity, learning by discovery	
9. Self-determination theory Keywords: self-determination, motivation, competence, autonomy, relationship, intrinsic motivation	Presentation, group activities, experiential learning	
10. Emotion regulation Keywords: emotion regulation strategies, appraisal, attention, beliefs	Interactive lecture, exemplification, case study, role play, guided discovery	
11. Stress management Keywords: stress reactions, coping mechanism, social support	Interactive lecture, exemplification, case study, guided discovery	
12. Treatment of psychological disorders Keywords: RBT, CBT, group therapy, systemic therapy	Interactive lecture, exemplification, case study, guided discovery	
13. Positive psychology Keywords: love, compassion, gratitude, empathy	Interactive lecture, exemplification, case study, guided discovery	
14. Interpersonal relations Keywords: interpersonal attraction, impression management		

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- Kowalski, R., Westen, D., (2011). Psychology. 6th edition. John Wiley & Sons, ISBN-13 978-0-470-64644-1,
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9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results found in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture	Capacity of analysis, synthesis and integration of theoretical knowledge	Written exam	70%
10.5 Seminar / laboratory	Capacity of analysis, synthesis and knowledge transfer in ecological/ real life contexts	Research project	30%
10.6 Minimum passing score			
The final grade consists of: <ul style="list-style-type: none"> a. score obtained in the written exam in proportion of 50% (minimum of 3.5 points) b. minimum of 50% of the final grade (5 points obtained by summing the written exam and the project) 			

Date 29.11.2021

Signature of the teacher in charge of the lecture

A handwritten signature in blue ink, appearing to be 'B. B. B.', written in a cursive style.

Signature of the teacher in charge of the seminar

A handwritten signature in blue ink, appearing to be 'B. B. B.', written in a cursive style.

Approval date in the department

Signature of the Head of the department /director