**SYLLABUS**

1. **Program details**

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| * 1. Higher education institution | West University of Timișoara |
| 1.2 Faculty / Department | Sociology and Psychology/Psychology |
| 1.3 Department | Psychology |
| 1.4 Field of study | Psychology |
| 1.5 Cycle of studies | Bachelor |
| 1.6 Study program / Qualification | Psychology – Cognitive Sciences |

1. **Discipline details**

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| 2.1 Discipline name | | | **Introduction in Psychology** | | | | | |
| 2.2 Tenured teacher – course activities | | | Associate Professor PhD Roxana Toma | | | | | |
| 2.3 Tenured teacher – seminar / laboratory activities | | | Ph.D. candidate Florina Huzoaica | | | | | |
| 2.4 Study year | I | 2.5 Semester | | I | 2.6 Type of assessment | Ex | 2.7 Discipline regime | DO |

1. **Estimated total time (hours per semester) of teaching activities**

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| 3.1 Number of hours per semester | 4 | Of which: 3.2 course | | 2 | 3.3 seminar/laboratory | 2 |
| 3.4 Total hours from the curriculum | 56 | Of which: 3.5 course | | 28 | 3.6 seminar/laboratory | 28 |
| Time fund distribution: 69 | | | | | | hours |
| Study based on the textbook, course material, bibliography, and notes | | | | | | 20 |
| Additional documentation in the library, on specialist electronic platforms / in the field | | | | | | 17 |
| Preparing seminars/labs, homework, papers, portfolios, and essays | | | | | | 22 |
| Tutoring | | | | | | 8 |
| Examinations | | | | | | 2 |
| Other activities | | | | | |  |
| 3.7 Total hours of individual study | **69** | |
| 3.8 Total hours per semester | **125** | |
| 3.9 Number of credits (ECTS) | **5** | |

1. **Prerequisites (where necessary)**

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| 4.1 for curriculum | * Not necessary |
| 4.2 for competencies | * Not necessary |

1. **Conditions (where necessary)**

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| 5.1 for conducting the course | * Attendance at minimum 7 courses during the semester |
| 5.2 for conducting the seminar/laboratory | * Attendance at minimum 9 seminars during the semester (7 seminars for those who work or attend the courses of another faculty) |

**Technical conditions for access and participation**

The online course and seminar activity will use various interactive software applications to allow better interaction with students. These applications, such as MindMeister, Coggle, Multimeter, etc. will be used to record real-time student responses to specific questions or quizzes, to summarise information at the end of a lecture or chapter, to highlight opinion clusters, etc. The lecture and seminar materials will be uploaded to Classroom. Students must register on Google Classroom and the Moodle platform, using the course code in Classroom and the discipline code in Moodle with their institutional email address. The course and seminar code for Introduction in Psychology 2023-2024 is: **je2qsg5**.

1. **Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes**

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| Knowledge | • the ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice  • basic knowledge and to have the ability to develop and analyze a psychological assessment |
| Skills | • the ability to apply the acquired knowledge to situations with an average degree of complexity and to formulate well-argued specialized conclusions  • the ability to identify key problems for psychological research and practice.  • The ability to develop a psychological research project of medium complexity, based on the main psychological paradigms and theories acquired  • have the ability to adapt terminology and communication strategies depending on the socio-professional categories targeted as clients and the type of intervention.  • to correctly use the language and terminology specific to the field of study in which they have been trained, so that they can communicate and interact with other people in teams focused on carrying out common tasks and with future clients in evaluation activities, counseling, orientation;  • to read and debate the contents of books, textbooks, case studies, etc. from the field studied, thus demonstrating at least the ability to understand and transmit the basic elements of the respective contents;  • to present arguments in front of an audience made up of people with different levels of training and education, so that, through the language used, it can be understood by other categories of people; |
| Responsibility and autonomy | • have acquired the ability to work independently (possibly with minimal guidance) to obtain the information (bibliographic, case studies, theories, best practice guides, etc.) necessary to perform a specific task associated with one of the fields studied;  • have the ability to identify their own learning sources and resources;  • have the ability to reflect on the progress achieved in the learning process;  • promoting an up-to-date scientific approach in the activities carried out in the field of psychology;  • compliance with ethical and deontological norms;  • promoting pro-social behaviors and individual social responsibility |

1. **Contents**

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| **7.1 Course** | **Teaching methods** | **Observations** |
| C1: Psychology today (2 hours)  What is and how do we understand psychology? | Lecture  Conversation  Problem-based questioning | To read:  Martin, N.Carlson, N. (2019) *Psychology.* Pearson, p. 4-20, 44-63  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp. 2-54 |
| C2, C3: Sensory processes (4 hours)  How do we come to know the world around us? | Lecture  Conversation  Examples | To read:  Martin, N.Carlson, N. (2019) *Psychology.* Pearson, p. 164-199  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp.134-156 |
| C4, C5, C6: Perception (6 hours)  How does the human brain reflect the complexity of the world around it? What is attention and pattern recognition? | Lecture  Conversation  Demonstration  Problem based questioning  Examples | To read:  Martin, N.Carlson, N. (2019) *Psychology.* Pearson, p. 201-241, 323-335  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp.156-180 |
| C7, C8: Thinking and language (4 hours)  How do we reflect, understand and solve the tasks we face and how do we translate through language? | Lecture  Conversation  Demonstration  Problem based questioning  Examples | To read:  Martin, N.Carlson, N. (2019) *Psychology.* Pearson, p. 375-398, 448-471  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp.248-268 |
| C9: Intelligence (2 hours)  How do we know (acknowledge) intelligent behaviors? | Lecture  Conversation  Demonstration  Problem-based questioning  Examples | To read:  Martin, N.Carlson, N. (2019) *Psychology.* Pearson, p. 416-447  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp.269-290 |
| C10, C11: Memory (4 hours)  What is actually our memory? What do we remember and what do we imagine? What do we learn? | Lecture  Conversation  Demonstration  Problem-based questioning  Examples | To read:  Martin, N., Carlson, N. (2019) *Psychology.* Pearson.  p. 284-302, 338-350  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp. 225-246 |
| C12: Motivation (2 hours)  How does motivation determine behavior? | Lecture  Conversation  Demonstration  Problem-based questioning  Examples | To read:  Martin, N., Carlson, N. (2019) *Psychology.* Pearson.  p. 532-553  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp. 94-111 |
| C13: Emotion (2 hours)  What are emotions and how do they shape cognition? | Lecture  Conversation  Demonstration  Problem-based questioning  Examples | To read:  Martin, N., Carlson, N. (2019) *Psychology.* Pearson.  p. 556-585  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp. 112-133  Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press. pp. 91-120 |
| C14: Stress (2 hours)  Current theories and applications in psychology (interdisciplinary) | Lecture  Conversation  Demonstration  Problem based questioning  Examples | To read:  Martin, N., Carlson, N. (2019) *Psychology.* Pearson.  p. 723-741  Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford pp.268-288 |
| References:   1. Banyard, P., & Hayes, N. (2013). *Psychology: Theory and application*. Springer. 2. Cardwell, M., Clark, L., Meldrum, C. (2004). *Psychology*. Harper Collins Publishers, UK 3. Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford 4. Martin, N.Carlson, N. (2019) *Psychology.* Pearson. 5. Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press. 6. Ryan, R. M. (Ed.). (2012). *The Oxford handbook of human motivation*. OUP USA. 7. Tulving, E., & Craik, F. I. (Eds.). (2000). *The Oxford handbook of memory*. Oxford University Press. | | |
| **7.2 Seminar / laboratory** | **Teaching methods** | **Observations** |
| S1: An Introduction (2 hours) | Lecture  Examples  Problem-based questioning  Modeling | What is psychology? How can we use mindfulness as a superpower?  To read/watch:  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 4-18.  https://www.youtube.com/watch?v=w6T02g5hnT4 |
| S2, S3: (4 hours)  Sensory systems and human brain development. | Lecture  Examples  Problem-based questioning  Modeling | To read:  Eagleman, D. (2015). *The Brain The Story of You.* Pantheon. pp. 52- 65. |
| S4, S5, S6: (6 hours)  Perception and Attention | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 139 -146. |
| S7, S8: (4 hours)  Thinking and language | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 134 - 139.  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 354 - 359. |
| S9: (2 hours)  Intelligence | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 200 - 208  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 382 – 390. |
| S10, S11: (4 hours)  Memory | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 146 - 156.  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 265 – 267. |
| S12: (2 hours)  Motivation | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 109- 132.  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 500 - 516. |
| S13: (2 hours)  Emotion | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 56-71.  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 530 - 535. |
| S14 (2 hours)  Stress | Lecture  Examples  Problem based questioning  Modeling | To read:  Hayes, N. (2010). *Understand Psychology.* Teach Yourself. pp. 71-77.  Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. pp. 682 - 699. |
| References:   1. Banyard, P., & Hayes, N. (2013). *Psychology: Theory and application*. Springer. 2. Hayes, N. (2010). *Understand Psychology.* Teach Yourself. 3. Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford 4. Martin, G. N., Carlson, N. R., & Buskist, W. (2013). *Psychology*. Pearson Education. 5. Martin, N., Carlson, N. (2019) *Psychology.* Pearson. | | |

1. **Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations, and representative employers in the field related to the program.**

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| The contents of the discipline were outlined in accordance with the specialized scientific bibliography at the national and international level as well as with the topics of related and specialized disciplines in the field of Psychology from years II and III. |

1. **Assessment**

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| **Activity type** | **9.1 Assessment criteria** | **9.2 Assessment methods** | **9.3 Weight of final mark** |
| 9.4 Course | Written work in the form of a grid with 1 or 2 correct answer options in which topics covering the subject matter are addressed two questions with motivated answer | Two midterm tests, one in week 8 and one in week 12, consisting of grids. The score is accumulated for the final exam. The part of the subject supported and passed is considered evaluated. The average of each midterm exam has to be at least half of the total score of the grids for that exam. If the student passes the grid exams, she/he does not have to answer grids from those subjects at the final exam.  The student chooses either the cumulative tests plus only the last part of the subject to be taken on the day of the exam or chooses to take the whole subject at the final exam if they feel that they can prepare better for it.  The two narrative subjects of the final exam will be out of all subject areas regardless of whether the student has passed the grids or not.  The written work consists of  - 14 grids of 0.5 points each with one or two answer options total of 7 points;  - 2 questions from the subject with free answers (each question 1 point) total 2 points;  - 1 point given.  The final grade for the course must be at least 4.5 points.  The final grade will be multiplied by 0.8 to obtain the course score. | 80% |
| 9.5 Seminar / laboratory | The seminar activity is a mandatory condition for entering the exam.  The activity consists of a joint activity to create a theoretical presentation following the bibliography and individual analysis according to the requirements of the subject they choose (Sensation, Perception etc). | Presentations are scored between 1 and 10 points, then multiplied by 0.2 to obtain the score added to the exam result. | 20% |
|  | Bonus | One point is awarded to students who have three additional interventions in addition to the obligatory group topic or participate in two research studies carried out in the discipline. This point is added to the final grade. |  |
| Final mark = (correct gridsx0.5+ subject 1 score+subject 2 score+ 1 point) x 0.8 + (seminar score) x 0.2  The bonus point is added to the final mark. | | | |
| 9.6 Minimum performance standard | | | |
| - understanding and describing the basic concepts in the field of general psychology  - identifying the specific notes and differentiating aspects of the psychic mechanisms and establishing the relationships between them  - if the students did not complete the group work during the semester, they must submit a written work containing a part of the theory for the backlog session - according to the concepts and bibliography in the subject file (synthesis 1 up to a maximum of 2 pages word TNR 12, 1.5 lines), and a practical application on the topic (exercise to consolidate the concept or a game to put that concept into practice).  - To recover the attendance - students will receive a task to write a Reaction paper  - If the students want a grade increase, they will attend an exam from the entire course content studied during the year with different subjects than the ones from the ones for the students who failed the exam. The seminar score remains unchanged. The bonus point is awarded only once, at the exam. In the exam for increasing the grade the final mark is made from the mark at the written exam and the one from the seminar without any bonus points. | | | |

Date of completion Tenure teacher

6.09.2022 Conf. univ. dr.. Roxana Toma

Date of approval in department Director of Department

Prof. univ. dr. Delia Vîrgă