

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's Degree
1.6 Study program / Qualification	Psychology

2. Discipline details

2.1 Discipline name	Introduction to Psychology						
2.2 Tenured teacher - course activities	Associate Professor Roxana TOMA, Ph.D.						
2.3 Tenured teacher – seminar / laboratory activities	Florina HUZOAICA, Ph.D. candidate						
2.4 Study year	I	2.5 Semester	I	2.6 Type of assessment	Ex.	2.7 Discipline regime	DO
2.5 Google Classroom code	5ytcjwu						

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

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: 94					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					17
Tutoring					13
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				

4. Prerequisites (where necessary)

4.1 for curriculum	• Not necessary
4.2 for competencies	• Not necessary

5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> Attendance at minimum 7 courses during the semester
5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> Attendance at minimum 9 seminars during the semester (7 seminars for those who work or attend the courses of another faculty)
5.3. for the Use of Generative AI	<p>The use of generative AI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) shall be permitted only under the conditions established by the course or seminar instructor and in strict compliance with academic integrity regulations.</p> <ul style="list-style-type: none"> Permitted Uses: Generative AI may be employed for brainstorming ideas, supporting the drafting and structuring of texts, translations, linguistic revision, and the creation of images, graphics, diagrams, illustrations, video or audio materials, avatars, and other digital objects, provided such use is exclusively for educational purposes. Prohibited Uses: It is strictly prohibited to generate entire academic works (e.g., essays, reports, projects) using generative AI, or to present AI-produced content as original, individual work.

Technical requirements for access and participation

The online course and seminar activity will use various interactive software applications to better interact with the students. These applications, such as Mindmeister, Coggle, Multimeter, etc., will be used to record students' real-time answers to specific questions or quizzes, to summarize information at the end of a lecture or chapter, to highlight clusters of opinion, etc. The course and seminar materials will be uploaded to Classroom. Students will need to register on Google Classroom and moodle platform, using the course code in classroom and discipline code in moodle, with their institutional email address.

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

Knowledge	<ul style="list-style-type: none"> the ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice Explain the important elements of psychometrics in the process of operationalizing psychological concepts. Have basic knowledge and the ability to develop and interpret psychological assessments. describe logically and articulately the basic principles underlying the science of psychology in current professional practice.
Skills	<ul style="list-style-type: none"> 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

	<p>in teams focused on carrying out common tasks and with future clients in evaluation activities, counseling, orientation;</p> <ul style="list-style-type: none"> • 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; • Interacts effectively with others in teams. These teams are focused on achieving common goals.
Responsibility and autonomy	<ul style="list-style-type: none"> • 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; • promotes an up-to-date scientific approach in the activities carried out in the field of psychology; • compliances with ethical and deontological norms; • promotes pro-social behaviors and individual social responsibility • Cultivates empathy by striving to understand and share one's own emotions as well as those of others, thereby facilitating psychological insight

7. Contents

7.1 Course	Teaching methods	Observations
C1: Psychology today (2 hours) What is and how do we understand psychology? Addressing Contemporary Challenges in Scientific Psychology: From the Replication Crisis to the Emergence of AI-Generated Reality	Lecture Conversation Problem based questioning	To read: Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp. 2-54 Martin, N. Carlson, N. (2019) <i>Psychology</i> . Pearson, p. 4-20, 44-63
C2, C3: Sensory processes (4 hours) How do we come to know the world around us?	Lecture Conversation Examples	To read: Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp.134-156 Martin, N. Carlson, N. (2019) <i>Psychology</i> . Pearson, p. 164-199
C4, C5, C6: Perception and attention (6 hours) How does the human brain reflect the complexity of the world around it? What is	Lecture Conversation Demonstration Problem based questioning Examples	To read: Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp.156-180 Martin, N. Carlson, N. (2019) <i>Psychology</i> . Pearson, p. 201-241, 323-335

attention and pattern recognition?		
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: Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp.248-268 Martin, N. Carlson, N. (2019) <i>Psychology</i> . Pearson, p. 375-398, 448-471
C9: Intelligence (2 hours) How do we know (acknowledge) intelligent behaviors?	Lecture Conversation Demonstration Problem based questioning Examples	To read: Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp.269-290 Martin, N. Carlson, N. (2019) <i>Psychology</i> . Pearson, p. 416-447
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) <i>Psychology</i> . Pearson. p. 284-302, 338-350 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , 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) <i>Psychology</i> . Pearson. p. 532-553 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , 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) <i>Psychology</i> . Pearson. p. 556-585 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp. 112-133 Lazarus, R. S. (1991). <i>Emotion and adaptation</i> . 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) <i>Psychology</i> . Pearson. p. 723-741 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford pp.268-288
<p>References:</p> <p><u>Primary:</u></p> <ol style="list-style-type: none"> 1. Martin, N. Carlson, N. (2019) <i>Psychology</i>. Pearson. (available on google classroom and at the library) 2. Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i>, B.P.S. Blackwell, Oxford (available on google classroom) <p><u>Additional</u></p>		

<p>3. Banyard, P., & Hayes, N. (2013). <i>Psychology: Theory and application</i>. Springer. (available at the library)</p> <p>4. Cardwell, M., Clark, L., Meldrum, C. (2004). <i>Psychology</i>. Harper Collins Publishers, UK</p> <p>5. Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i>, B.P.S. Blackwell, Oxford (available on google classroom)</p> <p>6. Martin, N. Carlson, N. (2019) <i>Psychology</i>. Pearson. (available on google classroom and at the library)</p> <p>7. Lazarus, R. S. (1991). <i>Emotion and adaptation</i>. Oxford University Press. (available at the library)</p> <p>8. Ryan, R. M. (Ed.). (2012). <i>The Oxford handbook of human motivation</i>. OUP USA.</p> <p>9. Tulving, E., & Craik, F. I. (Eds.). (2000). <i>The Oxford handbook of memory</i>. Oxford University Press.</p>		
7.2 Seminar / laboratory	Teaching methods	Observations
S1: An Introduction (2 hours)	Lecture Examples Problem based questioning	Presentation of the seminar topics and assessment criteria. Why is mindfulness a superpower?
S2, S3: (4 hours) Sensory systems and human brain development.	Lecture Examples Problem based questioning	To read: Bodison, S. C., & Parham, L. D. (2018). Specific sensory techniques and sensory environmental modifications for children and youth with sensory integration difficulties: A systematic review. <i>American Journal of Occupational Therapy</i> , 72, 7201190040. https://doi.org/10.5014/ajot.2018.029413 Eagleman, D. (2015). <i>The Brain: The Story of You</i> . Pantheon. p.48-65 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford. p. 136-156
S4, S5, S6: (6 hours) Perception and Attention. AI in the Production of Perceptual Outputs: Image Generation, Multisensory Environments, and Emerging Challenges	Lecture Examples Problem based questioning	To read: Botvinick, M., & Cohen, J. (1998). Rubber hands "feel" touch that eyes see. <i>Nature</i> , 391(6669), 756. https://doi.org/10.1038/35784 Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p.139-145 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell. p.158-167 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 186-192
S7, S8: (4 hours) Thinking and Language	Lecture Examples Problem based questioning	To read: Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p.134-139 Hewstone, M., Fincham, F. & Foster, J. (2005). <i>Psychology</i> , B.P.S. Blackwell, Oxford. P.250-251; 255-258 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 420-428; p. 354-358

S9: (2 hours) Intelligence	Lecture Examples Problem based questioning	To read: Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p. 200-208 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 386-390; 395-397.
S10, S11: (4 hours) Memory	Lecture Examples Problem based questioning	To read: Fawcett, J. M., & Hulbert, J. C. (2020). The many faces of forgetting: Toward a constructive view of forgetting in everyday life. <i>Journal of Applied Research in Memory and Cognition</i> , 9(1), 1-18. https://doi.org/10.1016/j.jarmac.2019.11.002 Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p.146-156 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 265-267
S12: (2 hours) Motivation	Lecture Examples Problem based questioning	To read: Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p. 109-115 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 512-516 Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. <i>Contemporary educational psychology</i> , 25(1), 54-67. https://doi.org/10.1006/ceps.1999.1020
S13: (2 hours) Emotion	Lecture Examples Problem based questioning	To read: Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p.56-71 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 525-533;
S14 (2 hours) Stress	Lecture Examples Problem based questioning	To read: Aronsson, G., Theorell, T., Grape, T., Hammarström, A., Hogstedt, C., Marteinsdottir, I., Skoog, I., Träskman-Bendz, L., & Hall, C. (2017). A systematic review including meta-analysis of work environment and burnout symptoms. <i>BMC public health</i> , 17(1), 264. https://doi.org/10.1186/s12889-017-4153-7 Hayes, N. (2010). <i>Understand Psychology: Teach Yourself</i> . Teach Yourself. p. 72-77 Martin, N., Carlson, N. & Buskist, W. (2013) <i>Psychology</i> . Pearson. p. 682-685

References:

Primary

1. Hayes, N. (2010). *Understand Psychology: Teach Yourself*. Teach Yourself.
2. Hewstone, M., Fincham, F. & Foster, J. (2005). *Psychology*, B.P.S. Blackwell, Oxford
3. Martin, N., Carlson, N. & Buskist, W. (2013). *Psychology*. Pearson.

Additional

4. Aronsson, G., Theorell, T., Grape, T., Hammarström, A., Hogstedt, C., Marteinsdottir, I., Skoog, I., Träskman-Bendz, L., & Hall, C. (2017). A systematic review including meta-analysis of work environment and burnout symptoms. *BMC public health*, 17(1), 264. <https://doi.org/10.1186/s12889-017-4153-7>
5. Banyard, P., & Hayes, N. (2013). *Psychology: Theory and application*. Springer.
6. Bodison, S. C., & Parham, L. D. (2018). Specific sensory techniques and sensory environmental modifications for children and youth with sensory integration difficulties: A systematic review. *American Journal of Occupational Therapy*, 72, 7201190040. <https://doi.org/10.5014/ajot.2018.029413>
7. Botvinick, M., & Cohen, J. (1998). Rubber hands "feel" touch that eyes see. *Nature*, 391(6669), 756. <https://doi.org/10.1038/35784>
8. Eagleman, D. (2015). *The Brain: The Story of You*. Pantheon. p.48-65
9. Fawcett, J. M., & Hulbert, J. C. (2020). The many faces of forgetting: Toward a constructive view of forgetting in everyday life. *Journal of Applied Research in Memory and Cognition*, 9(1), 1-18. <https://doi.org/10.1016/j.jarmac.2019.11.002>
10. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67. <https://doi.org/10.1006/ceps.1999.1020>

8. 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

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.

9. Assessment

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 are addressed, along with two questions requiring motivated answers.	Midterm Examination – Week 10 The midterm exam score will be added to the final exam score only if the student obtains at least half of the final exam score . Content covered and passed in the midterm will be considered assessed. To pass the midterm, the student must obtain at least 50% of the score on the multiple-choice questions. Chapters passed at the midterm refer exclusively to the multiple-choice section; written topics at the	80%

		<p>final exam will cover the entire course content for all students.</p> <p>Students may choose whether to retain the score obtained on the midterm multiple-choice section for the final exam, or to take the entire exam during the examination session if they consider they can improve their performance.</p> <p>Structure of the Midterm Exam (Week 10):</p> <ul style="list-style-type: none"> • 5 multiple-choice questions, each worth 0.5 points, with one or two possible correct answers (total: 2.5 points). • The midterm score may be retained if the student obtains at least 1.25 points. • Students who retain their midterm grade will complete 9 multiple-choice questions in the final exam session. <p>Structure of the Final Exam (Examination Session):</p> <ul style="list-style-type: none"> • 14 multiple-choice questions, each worth 0.5 points, with one or two possible correct answers (total: 7 points). • 2 open-ended questions, each worth 1 point (total: 2 points). • 1 point automatically awarded. <p>Final Grade Calculation: The final exam grade will be multiplied by 0.8 to determine the course grade.</p>	
9.5 Seminar / laboratory	<p>The seminar activity is a mandatory condition for entering the exam.</p> <p>The activity consists of a joint activity of writing a theoretical paper and presenting it as part of a group project, based on the assigned bibliography and individual analysis of the chosen topic (1. concept or experiment; or 2. theory deepening, exemplification; or 3. reading an article and proposing a research idea).</p>	<p>The theoretical paper will be uploaded on Classroom in week 12, and the project presentation will take place in the first week of the exam session.</p> <p>For the seminar activity, students can receive between 1 and 10 points. The final seminar grade will be the average of the points awarded for the theoretical paper and for the project presentation.</p> <p>The final grade will be multiplied by 0.2 to calculate the seminar score.</p> <p>This score will be added to the lecture grade to determine the final mark.</p>	20%

	Bonus	A bonus of one point will be granted to students who provide three supplementary interventions on a topic different from the mandatory group topic or who take part in two research projects conducted in our department.	
9.6 Minimum performance standard			
<p>Learning Goals for Introduction to Psychology Module</p> <p>By the end of the course, students will be able to demonstrate a foundational understanding of key concepts in general psychology, identify the defining features and distinguishing aspects of psychological mechanisms and establish relationships between various psychological mechanisms and processes.</p> <p>Group Work Completion</p> <p>For the theoretical paper, it is necessary to detail the essential theoretical concepts related to the chosen topic, based on the bibliography indicated in the lecture section, including at least one research article per student. Additionally, students must use specialized language appropriate to the chosen topic, include in-text citations and references (according to APA standards), and ensure clarity of expression for a fluent and logical transition of ideas. For the project presentation, the text and visual information must be clear, concise, well-structured, and easy to understand, as well as properly delivered, with an emphasis on moving beyond reading the text, going deeper than surface-level explanations, and using critical thinking to process the information. All information about the seminar activity, as well as the evaluation criteria, will be presented and discussed in detail during the first seminar (and will subsequently be posted on Classroom for students to consult throughout the course). If students have not completed the group project during the semester, they must complete, individually, the same seminar task for the next examination session. The paper must be uploaded on Classroom in the designated field and presented, using the graphic support, on the established date (at least 2 days prior to the exam date).</p> <p>If students make use of AI tools in preparing their written paper, this must be clearly acknowledged. AI may serve only as a supplementary resource and must not substitute originality or critical thinking. The AI-generated contribution must not exceed 30% of the final work.</p> <p>Attendance Recovery</p> <p>Students who miss class must submit reaction papers to compensate for absences. They will be provided with articles from international databases and must extract and synthesize information according to the guidelines of the teaching staff.</p> <p>If students use AI tools, this must be explicitly acknowledged. AI may only serve as a supplementary aid and must not replace creativity or critical thinking. The contribution of AI must not exceed 30% of the completed work.</p> <p>Grade Improvement</p> <p>Students who wish to improve their grade may take an exam covering the entire subject, excluding arrears topics. For seminar activities, they must prepare a task on a different topic from the one already evaluated. The seminar grade remains unchanged, and the seminar bonus point can be awarded only once, during the main exam. The grade obtained in the extension exam is based exclusively on the written paper submitted.</p> <p>Minimum Attendance Requirement</p> <p>Students must attend at least two lectures and two seminars. Those who do not meet this minimum requirement will be required to retake the course.</p>			

Date of completion:
15.09.2025

Tenure teacher:
Roxana TOMA, Ph.D.
Assoc. Prof.

Date of approval in the department

Head of Department:
Delia VÎRGĂ, Ph.D.
Professor