Year 1, Semester 1

Module number: PSI101	Module title: FUNDAMENTALS OF PSYCHOLOGY I
Level/semester:	first level/semester I
Professor	Lecturer Bentu Doinița
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the main concepts, research methods, models and theories specific to psychology that establish the fundamental coordinates of contemporary scientific psychology. **Specific objectives:** Knowledge, understanding and correct use of fundamental concepts in psychology. Showing an interest in understanding and explaining psychological processes and phenomena in a scientifically correct way. Understand the informational-operational psychic mechanisms of primary and secondary information processing, energization mechanisms and psychic regulation.
Content of the module:	**Course:** **The emergence of psychology as a science and the object of study of psychology**: the definition of psychology; the emergence of psychology as a science; the inner psychological life as the object of psychology; behaviour as the object of psychology; the psychology of behaviour; the concrete human being as the object of study of psychology. **Method and methodology in psychology:** scientific approaches; method of observation; method of experiment; method of conversation; method of psychological inquiry; psychometric methods. **Hypostases of the psyche:** Consciousness**;** Subconscious**;** Unconscious**;** Relationships between the hypostases of the psyche. **Feeling.** Excitability, Sensitivity and Motility; Definition and psychological specificity of sensations; Properties of sensations; Classification of sensations; Laws of Sensitivity**.** **Attention:** definition and psychological characterization; orienting reaction; alertness; qualities of attention; forms of attention. **erception.** Definition of perception. Acceptances of the concept of perception; Determinants of perception (external factors, internal factors, relational factors); Complex forms of perception; Laws of perception. **Memory:** Defining the concept of memory; Characteristics of memory; Qualities of memory; Forms of memory. **Memory processes:** encoding (nature of encoding, forms of encoding);

facilitators and disruptors of encoding; retention (storage) and retrieval (recognition and reproduction); forgetting.

Representation. Conceptual delimitations. Perspectives in approaching representation; Defining representation; Psychological characterization of representation.

Properties and classification of representations: Properties of representations; Classification of representations. The place and role of representation in activity and behaviour.

Thinking: Conceptual Delimitations; Psychological Characterization of Thinking; Sides of Thinking; Thinking as a Higher Cognitive Process.

Instrumental operations and fundamental thinking operations: algorithmic procedures and heuristic strategies Analysis, Synthesis, Abstraction, Generalization, Comparison.

Thinking activities: Categorization - concept and prototype, Reasoning, Understanding, Problem solving.

Will: Definition and psychological characterisation; Structure and phases of the voluntary act; Qualities of will; Will and thinking.

Seminar:

Introductory seminar: presentation of the subject sheet, how the seminars will be conducted, specific requirements (e.g. papers, group activities), the material base to be used.

The emergence of psychology as a science. The object of study of psychology. Professional fields of psychology.

List the most important research methods in psychology.

Instances of the psyche (psychoanalytic theory); Conscious; Subconscious; Unconscious.

Excitability, Sensitivity and Motility; Specificity and Mechanisms of Sensation; Human Body Analyzers

Forms of attention according to its basic qualities: selectivity and mobility.

Moving from sensation to perception. Acceptance of the concept of perception as deformation of the object.

Analysis of memory processes and forms. Memory enhancement techniques. Similarities and differences between perceptions and representations

Thinking as a higher cognitive process and analysis of the fundamental operations of thinking.

Analysis of thinking activities.

Defects of the will

Bibliography:

Aniței, M. (2010), *Fundamentele Psihologiei*, Bucharest: Editura Universitară.

Bentu, D. (2021), *Fundamentele psihologiei I - notes de curs*, Constanta: "Andrei Saguna" University.

Cosmovici, A. (2005) *General Psychology*, Iasi: Editura Polirom.

Golu, M. (2007), *Fundamentele psihologiei*, vol. I and II, Bucharest: Editura Fundației România de Mâine.

Golu, M. , Dicu, A. (2005) *Introduction to Psychology*, Bucharest: Editura Paideia.

Zlate, M. (2009), *Fundamentele psihologiei*, Iasi: Editura Polirom.

Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI102	Module title: NEUROPSIHOLOGIE
Level/semester:	first level/semester I
Professor	Prof.univ.dr.Papari Adrian
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To deepen knowledge and understanding of theoretical perspectives, empirical findings and current trends in neuropsychology **Specific objectives:** • Define the main concepts in neuropsychology • Explain psychological phenomena using basic concepts from the field of neuropsychology • Identify concepts specific to neuropsychology in literature
Content of the module:	**Course:** **Central nervous system -** introduction. **Origin and development of the central nervous system** **Spinal cord -** structure. **Brainstem** - structure and functions of the medulla oblongata. **Brainstem -** structure and functions of the pons. **Brainstem -** structure and functions of the midbrain. **Cerebellum -** structure and functions. **Diencephalic** - structure and functions. **Hypothalamus -** structure and functions. **Cross-linked formation -** structure and functions. **Basal nuclei -** structure and functions. **The limbic system -** structure and functions. **The cerebral cortex -** structure and functions. **Brain integration and coordination**. **Seminar:** • Introductory seminar: presentation of the course outline, how the seminars are conducted, the specific requirements and the assessment method. • Neuropsychology of consciousness and wakefulness. (I) • Neuropsychology of consciousness and wakefulness. (II) • Neuropsychology of sleep. (I) • Neuropsychology of sleep. (II) • Neuropsychology of memory (I). • Neuropsychology of memory (II). • Neuropsychology of language (I).

	- Neuropsychology of language (II). - Neuropsychology of behaviour (I). - Neuropsychology of behaviour (II). - Neuropsychology of affective processes (I). - Neuropsychology of affective processes (II). - Summary seminar. **Bibliography:** 1. Bălăceanu Stolnici, Ctin, (2006): *De la neurobiologie la neuropsihologie*, Constanta, "Andrei Saguna" Foundation Publishing House. 2. Vintilă, M., (2007): *Compendium of Neuropsychology*, Timisoara, West University Publishing House. 3. Golu, M., Dănăilă, L. (2006): *Treatise on Neuropsychology*. Vol. I, Bucharest, Editura Medicală.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI103	Module title: HISTORY OF PSYCHOLOGY
Level/semester:	first level/semester I
Professor	
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Students will learn to identify, describe and analyse the main techniques and processes involved in interpersonal communication. This will enable them to communicate more effectively in their personal and professional lives. The course will involve a minimum amount of reading in order to familiarise yourself with the main theoretical concepts. The seminar is built around practical applications, involving individual and team work. **Specific objectives:** Familiarisation with the fundamentals of the communication process and their sedimentation. Identify their own level of certain essential communication skills and develop them. Learning the skills to successfully use certain communication techniques and strategies.
Content of the module:	**Course:** **Early forms of psychology**. The concept of the psyche in Antiquity and the Middle Ages **Philosophical influences on psychology**: Descartes, Auguste Comte, George Berkeley, David Hume. James Stuart Mill **Influences of physiology on psychology**. The beginnings of experimental psychology. H. von Helmholtz; Ernst Weber; Gustav Theodor Fechner **The new psychology**. Wilhelm Wundt; Hermann Ebbinghaus; Franz Brentano; Carl Stumpf, Oswald Kulpe **Titchener's structuralism**; Functionalism; Development of animal psychology; William James; Stanley Hall; John Dewey; **Applied psychology**; J.M. Cattell; Psychological testing; A. Binet; Lightner Wilmer; H. Munsterberg; Forensic psychology; Industrial psychology **Behaviorism**: earlier influences; E.L. Thorndike; I.P Pavlov. The beginnings of behaviourism; John B. Watson. Behaviorism: after the foundation; B.F. Skinner; Albert Bandura; Julian Rotter. **The psychology of form**; the gestalt revolt; field theory: Kurt Lewin. Motivation and the Zeigarnik effect; Social psychology **Psychoanalysis**: the beginnings. Earlier influences. Sigmund Freud and the development of psychoanalysis. Psychoanalysis as a method of treatment; Psychoanalysis as a personality system; Dream interpretation; Freud's sex life; Scientific validation of psychoanalytic concepts. **Psychoanalysis: after the foundation**; Anna Freud and the analysis of

children; Melanie Klein;; Alfred Adler; Karen Horney;

Carl Gustav Jung; Abyssal Psychology; Collective Unconscious; The Red Book; Relationship with Freud

Evolutionary psychology; Influence of soiobiology; Current status of evolutionary psychology

Humanistic psychology; positive psychology; self-actualization; Abraham Maslow; Carl Rogers

Contemporary developments in psychology: the computer metaphor; George Miller, Ulric Neisser; Cognitive neuroscience.

Seminar:
- Communication-defining elements: elements of the communication process, major meanings, forms
- The influence of philosophy on the conception of the psyche. Interferences.
- Experimental psychology. What the experiment is and why it is important. Examples of famous experiments in the history of psychology
- What is the new psychology and why we consider Wundt the founder but not the inventor of psychology
- What is a psychological test. Under what conditions we apply it. Why it is important
- Applying behaviourism to everyday life. Are we behaviourists without knowing it?
- Why the shape is important. How we use 'shape theory' in psychology
- Instances of the psyche.
- The legacy of psychoanalysis. Visible directions today. The practice of psychoanalysis
- The collective unconscious. Fairy tales, intuitions, dreams: Astrology.
- Evolutionary psychology: a key to reading the world. Examples of behaviour explained by evolutionism
- Artificial intelligence: challenges and dangers. Can robots make love?
- Recent developments in psychology. Public perception of psychology. Recent changes in perception
- Recap of the semester material

Bibliography:
Aniței, M. (2008), *History of Psychology*, Credis Publishing House, Bucharest.
Schultz, P. Duane (2020) *A History of Modern Psychology*, Trei Publishing House, Bucharest.

Examination:	Written essay 40%, Oral examination 30%, evaluation of activities 30%.

Module number: PSI104	Module title: SOCIOLOGY
Level/semester:	first level/semester I
Professor	Prof. Stăiculescu Ana Rodica, Asist.drd. Tutuianu Mirela
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** ● Sociological knowledge and understanding of social realities. **Specific objectives:** • The distinction between sociological knowledge and common knowledge. • Understand and appropriate the conceptual framework specific to sociology. • Understand and master the theoretical framework specific to sociology. • Sociological deciphering of social reality. • Gaining a sociological perspective on social reality.
Content of the module:	**Course:** **What is sociology?** : Formalising the study of human societies as a science. The emergence and establishment of Sociology among the socio-human sciences. Definition of Sociology and its object of study. Branches of Sociology and its relationship to other socio-human sciences. **Theoretical perspectives and orientations in the sociological approach**: evolutionism. Structural functionalism. Conflictualism. Symbolic interactionism. **General Considerations in Sociological Research**: Functions of Sociology. Aspects of social research methodology. Main methodological guidelines in sociological research. Quantitative and qualitative in sociological research. Sociological investigation. Main methods of empirical sociological investigation. **Man and society 1**: Man, family, community. **Man and Society 2**: Society. Institutions and organisations. **Culture and civilization**:The notions of culture and civilization. Layers of culture. Cultural-civilizational perspectives on the world. **Dynamics of social interactions**: the original pattern. The evolution of original patterns. **Constructing social reality 1**:Phenomenological sociology and the concept of construct. Generation of the social environment. Socialization. Institutionalization. **Constructing social reality 2:** Collective representations. Theory of social representations. Structure, functioning and forms of manifestation of social representation. The dynamics of construct-representation.

	Social influence, anomie and deviance: Social control. Social influence. Anomie. Deviance. **Political societies**: the socio-political models identified by Aristotle. The social contract and contractualist theories. Historical perspective on the evolution of socio-political structures. **Open and closed companies**: Open company. Closed company. Comparison of open and closed companies. **The public, the private and the communicational universe**: public space and private space. Mediated communication. Authority between public and private. **Globalization and the global society**: Globalization, phenomenon or process? Globalization, construct and representation. Globalization, social construction. **Seminar:** - Arguments in favour of studying Sociology. - Sociological knowledge and main sociological perspectives; - Methodology of sociological research: designing and conducting sociological research, writing the research report. - Presentation of the topics chosen to support the projects/references and the project/reference structure. - Man and society 1 - Man and society 2 - Culture and civilisation - Constructing social reality - Presentation/presentation of reports/projects - Presentation/presentation of reports/projects - Social influence/anomie/deviance - Public and private companies - The public, the private and the communication universe - Synthesis of the material taught, preparation of the final assessment **Bibliography:** 1. Ana Rodica STAICULESCU, (2021), *Sociology,* Lecture Notes (ppt). 2. Mihăilescu, I. (2003), *General Sociology*, Polirom Publishing House, Iasi; 3. Chelcea, S. (2007), *Methodology of Sociological Research*, Economica Publishing House, Bucharest; 4. Ana Rodica STAICULESCU, Daniela JITCOV, (2003), *Sociology*, ISBN 973-614-071-7, Ed. Ovidius University Press, Constanta, 644 p. 5. Ana Rodica STAICULESCU, (2002), *Sociologie juridica. Methodology, research methods and techniques*, Ed Libri Maris, Constanta, ISBN 973-85165-0-1, 214p
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSI105	Module title: COMMUNICATION AND PERSONAL DEVELOPMENT
Level/semester:	first level/semester I
Professor	Prof. Seceleanu Andra
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Students will learn to identify, describe and analyse the main techniques and processes involved in interpersonal communication. This will enable them to communicate more effectively in their personal and professional lives. The course will involve a minimum amount of reading in order to familiarise yourself with the main theoretical concepts. The seminar is built around practical applications, involving individual and team work. **Specific objectives:** - Familiarisation with the fundamentals of the communication process and their sedimentation. - Identify their own level of certain essential communication skills and develop them. - Learning the skills to successfully use certain communication techniques and strategies
Content of the module:	**Course:** - Communication-defining elements: elements of the communication process, major meanings, forms - Verbal, paraverbal and non-verbal communication. - Models of communication. Magic bullet theory, Spiral of silence, Two step FLow - Factors influencing communication actors Psychological variables. Projective mechanisms, Defence mechanisms - Factors influencing communication actors Cognitive variables (cognitive system, representational system: the other self and the task at hand) - Factors influencing communication actors Social variables role and social status - Factors influencing the communication code and channel: psychological or objective variables, psychological and psychosomatic variables (halo effect, word weight, word order), choice of communication channel, role of actors - Contextual and environmental factors role of material and temporal context, role of social context, role of cultural and ideological context - Typology of individual attitudes in the situation of inter-individual communication: interpretation attitude, evaluation attitude, helping or counselling attitude

	• Persuasion. Communicative competence, logical premises, psychological premises
	• Manipulation - a form of communication pathology. Types of manipulation
	• Interpersonal influence techniques
	• Change of attitude. Accuracy and distortion in self-awareness
	• Theories and models of behavioural change. . Characteristics of the behaviour change process
	Seminar:
	• Communication-defining elements: elements of the communication process, major meanings, forms
	• Verbal, paraverbal and non-verbal communication.
	• Models of communication. Magic bullet theory, Spiral of silence, Two step FLow
	• Factors influencing communication actors Psychological variables. Projective mechanisms, Defence mechanisms
	• Factors influencing communication actors Cognitive variables (cognitive system, representational system: the other self and the task at hand)
	• Factors influencing communication actors Social variables role and social status
	• Factors influencing the communication code and channel: psychological or objective variables, psychological and psychosomatic variables (halo effect, word weight, word order), choice of communication channel, role of actors
	• Contextual and environmental factors role of material and temporal context, role of social context, *role of cultural and ideological context*
	• Typology of individual attitudes in the situation of inter-individual communication: interpretation attitude, evaluation attitude, helping or counselling attitude
	• Persuasion. Communicative competence, logical premises, psychological premises
	• Manipulation - a form of communication pathology. Types of manipulation
	• Interpersonal influence techniques
	• Change of attitude. Accuracy and distortion in self-awareness
	• Theories and models of behavioural change. Characteristics of the behaviour change process
	Bibliography: 1. Abric Jean Cloude 2002, *Psychology of Communication*, Polirom Publishing House 2. Chelcea Septimiu, Ivan Loredana, Chelcea Adina, 2008, *Non-verbal communication: gestures and posture*, Comunicare.Ro Publishing House
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: SEDX0101	Module title: ACADEMIC WRITING
Level/semester:	first level/semester I
Professor	Prof. Seceleanu Andra
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 0
	Thereof self-study hours: 97
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The subject aims at acquiring knowledge and skills for academic work that constitute ways of evaluation during the years of study (project, review, essay, etc.) and familiarization with the profession of psychologist. **Specific objectives:** • Practise self- and inter-awareness techniques • Differentiate the main areas of work specific to the psychology profession • Practice working skills in • Know the main elements of a presentation
Content of the module:	**Course:** • A series of individual and group exercises will be carried out in order to: o facilitate the students' adaptation to the new environment, o make seminar group formation more dynamic, o develop self- and interchange, o shape a realistic representation of the future profession, o provide a model of group activity, acquire a personal experience in an activity of this kind. • Making a seminar presentation • Using the library and the internet and writing academic material - International citation standards • Specialist articles - main source of information • Plagiarism and academic writing - International citation standards • International databases **Bibliography:** 1. Bogathy and C. Sulea (coord.). *Handbook of academic skills and techniques;* 2. Graff G, 2015, *Handbook for academic writing*; 3. Sava, F. (2008), *International standards of writing and citation. In Z.*
Examination:	Written essay 40%, Oral examination 30%, evaluation of activities 30%.

Module number: PSI1X107	Module title: DIGITAL SKILLS
Level/semester:	first level/semester I
Professor	Manu Radu, PhD
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 0
	Thereof self-study hours: 97
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Develop the ability to manage a database and use applications and software in the economic field. **Specific objectives:** Develop the ability to carry out a work/project, taking on role-specific tasks responsibly in a multi-specialised team.
Content of the module:	**Course:** **Word processing: WORD - general:** general concepts, features; description of the workspace (quick menus, toolbar); basic working techniques: creating, saving, editing documents; reviewing the document - examination before printing. Using basic printing options. Printing the document using one of the installed printers or in a file. **WORD word processing - document formatting:** character formatting, paragraph formatting. styles and pagination - applying existing styles to a document, page numbering; pagination, footnotes and endnotes; arranging text in columns; equation editor. 3. **EXCEL spreadsheet - general:** general concepts, features; description of the workspace (quick menus, toolbar); basic working techniques: creating, saving, editing documents; working with registers and spreadsheets; **- entering data into cells; using formulas.** **Tabular calculation** - formatting a cell: formatting cells according to the type of data they will contain; entering information into a cell: numbers, text, symbols; formatting text: font, size, style, colour, orientation; copying/moving the contents of a cell to another cell of the same or another active spreadsheet or between registers; deleting a cell or a group of adjacent cells, a line, a row; searching/replacing the contents of a cell; sorting data by one or more criteria; formats for representing numerical values; formatting values in the worksheet; filtering data. **Spreadsheet - formulas and calculations:** inserting a simple formula into a cell; arithmetic and logical formulas for addition, subtraction, multiplication and division; autofill; using functions: min, max, count, sum, average; if function; using relative, absolute or mixed cell reference in formulas or functions. **Tabular calculation - economic formulae:** PV, PV, PMT, RATE, NPER, NPV, VDB, SYD, DB, DDB. **Tabular calculation charts:** charts and graphs made using data from the spreadsheet ledger; editing and modifying a chart or graph; changing chart

	type; moving/copying, deleting charts or graphs. Import image files, charts, etc. into a workbook; copy, move and resize imported object. **Presentation application** - Power Point: general concepts, features; description of the workspace (quick menus, toolbar); basic working techniques: creating, saving, editing documents; working with templates. **Presentation application - Prezi:** general notions, features; description of the workspace (quick menus, toolbar); basic working techniques: creating, saving, editing documents; working with templates. **Databases**: database modeling, tables, relationships, normalization **Databases - Microsoft Access:** Database management; Database administration; Creating a database; Access tables. **Databases - Access Functions:** Queries **Databases**: Windows, forms and reports **Summary** **Seminar:** • Launch a word processing application, edit an existing document and save it. • Applications of styling and colour use. Formatting paragraphs, inserting page borders Using the equation editor. • Launch a spreadsheet application, modify an existing document and save it. Worksheet operations • Excell functions • Excell functions • Excell functions • Excell functions • Excell functions • Semester testing. • Power Point • Prezi • Introduction to databases. • Database queries. • Recap - the topic approach for the exam. Review of important applications made during the semester. Bibliography: 1. http://office.microsoft.com/ro-ro/?CTT=97. 2. http://www.cursuri-microsoft.ro/video.html 3. Microsoft® Excel® 2010 Step by Step By: Curtis D. Frye; 4. Microsoft® PowerPoint® 2010 Step by Step By: Joyce Cox, Joan Lambert. 5. Microsoft® Word 2010 Step by Step By: Joyce Cox, Joan Lambert;
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Year 1, Semester 2

Module number: PSI201	Module title: FUNDAMENTALS OF PSYCHOLOGY II
Level/semester:	first level/semester II
Professor	Lecturer Bentu Doinița
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To learn the main concepts, models and theories specific to psychology that establish the fundamental coordinates of contemporary scientific psychology. **Specific objectives:** • Knowledge, understanding and correct use of fundamental concepts in psychology. • Showing an interest in understanding and explaining psychological processes and phenomena in a scientifically correct way. • Understand the informational-operational psychic mechanisms of primary and secondary information processing, energization mechanisms and psychic regulation.
Content of the module:	**Course:** **Imagination**: Conceptual delimitations and meanings of the concept of imagination; Characteristics and functions of imagination; Main forms of imagination. **Conditioning and learning**: classical conditioning - Pavlov's experiments; operant conditioning - Skinner's experiments; aversive conditioning; complex learning. **Motivation**: definition and functions of motivation; sides of motivation; motivational structures; types of motivation; motivation and performance; motivation and frustration. **Affectivity:** Conceptual delimitations; Properties of affective processes; Classification of affective processes; Emotional expressions; Manifestations of the emotional process. **Human activity:** definition and psychological structure of activity; component elements of activity; forms of activity. **Skills**: The place and role of skills in the structure of activity; Types of skills; Conditions for developing skills; Stages of skill formation. **Interaction of mental processes**: A systems approach to the human psyche; The human psychic system and consciousness.

Nature of the human psyche: The contradictory nature of the human psyche; Complexity of the human psyche; Definition of the psyche.

Characteristics of the human psyche: the psyche as a form of relational life; the psyche as a function of the brain; the psyche as a re-production of natural reality; the psyche as a conditioned and determined socio-historical-cultural phenomenon; unusual manifestations of the psyche.

States of consciousness: Defining states of consciousness; Altered states of consciousness: Sleep, Dreaming, Hypnosis.

Pathways to altered states of consciousness: Meditation; Bio-feed-back; Psychoactive substances.

Structure and development of personality: definition and characterization of personality; sides of personality; individual differences in the manifestation of personality.

Psychosocial behaviour: self-image and its social perception; components of the self; formation of the self; interpersonal relationships and their role in the formation and development of personality.

Pro- and antisocial attitudes and behaviours: Helping behaviour; Factors influencing helping behaviour;

Seminar:

Introductory seminar: presentation of the subject sheet, how the seminars will be conducted, specific requirements (e.g. papers), the material base to be used.

Conditioning and learning: conditioned fear

Imagination: the relation of imagination to other mental processes.

Motivation: motivation of personal action; frustration, aggression and stress.

Affective processes. Identifying and communicating emotional expressions

Human activity and skills: the role of affectivity in human activity in the acquisition of skills and habits.

Assessment of students' knowledge in the first courses by a written test.

Nature and characteristics of the human psyche: Specificity of the human psyche; Contradictory nature of the human psyche.

Altered states of consciousness and pathways to altered states of consciousness: Stages of sleep and Psychoactive substances.

Interpersonal relationships and their role in personality formation and development: types of interpersonal relationships; place and role of interpersonal relationships in personality structure.

Aggressive behaviour: forms of aggression; ways to prevent and reduce aggression.

Summary of the material taught.

Bibliography:
Aniței, M. (2010) *Fundamentele psihologiei*, Editura Universitară, Bucharest, Romania.
Atkinson, R. (ed.) (2002) *Introduction to psychology*. Technical Publishing House, Bucharest
Bentu, D. (2021), *Fundamentele psihologiei II - notes de curs*, Constanta: "Andrei Saguna" University.
Cosmovici, A. (2005) *General Psychology*, Polirom Publishing House, Iasi
Golu, M. (2002), *Fundamentele psihologiei*, vol. I and vol. II, Romania of Tomorrow Foundation, Bucharest.
Golu, M., Dicu, A. (2005) *Introduction to Psychology*, Paideia Publishing House, Bucharest, Romania.

	Hayes, N., Orrell, S. (2003) *Introduction to Psychology*, All Publishing House, Bucharest, Romania. Zlate, M. (1999). *The psychology of cognitive mechanisms*. Polirom Publishing House, Iași Zlate, M. (2009), *Fundamentele psihologiei*, Editura Polirom, Iași.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI202	Module title: PSYCHOLOGY
Level/semester:	first level/semester II
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Professor	**Prof. Livica Frățiman**
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To deepen knowledge and understanding of theoretical perspectives, empirical results and current trends in psychogenetics **Specific objectives:** • Define the main concepts in the field of human behavioural genetics • Explain psychological phenomena using basic concepts from the field of genetics of human behaviour • Identify specific concepts of human genetics in literature • Operate with the concepts of genetics in solving a simple, well-defined problem
Content of the module:	**Course:** The object of study of psychogenetics. Structural elements of inheritance. Human chromosomes. Fundamental character support. DNA - the holder of hereditary information. Normal human karyotype. Genetic processes with chromosomal participation. Cell cycle. Gametogenesis. Fertilization. Gena. Autosomal monogenic transmission. Monogenic gonosomal transmission. Chromosomal abnormalities. Genetics of psychopathology (I) - mental retardation, developmental disorders. Genetics of psychopathology (II) - dementias. Genetics of psychopathology (III) - psychoses, alcoholism. **Seminar:** Introductory seminar: presentation of the course outline, how the seminars are conducted, the specific requirements and the assessment method. Heredity versus environment. Human chromosomes. Family tree. Gene variability. Genetic advice. Genetics in somatic diseases.

	Human behaviour and genetics.
	Genetics in mental illness.
	Genetic syndromes (I).
	Genetic syndromes (II).
	Chromosomal aberrations.
	Multifactoriality of psychopathology.
	Summary seminar.

	Bibliography:
	  3. Bălăceanu Stolnici, Ctin, Cozaru G., Papari A.C. (2009): *Psychological and psychopathological genetics*, Constanta, "Andrei Saguna" Foundation Publishing House.
	  4. Vintilă, M., Raicu, P., (2007) *General and Human Genetics*, Bucharest: Editura Humanitas.
	  5. David, D., Benga, O., Rusu, A., (2007) *Fundamentals of evolutionary psychology and genetic counselling*, Iaşi, Editura Polirom.

Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI203	Module title: SOCIAL STATISTICS
Level/semester:	first level/semester II
Professor:	Prof. Seceleanu Andra Lecturer Bentu Doinița
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To familiarize students with the fundamental concepts specific to statistics, the main methods and techniques for collecting, organizing and primary analysis of data resulting from experimental or non-experimental interventions. To acquire students' skills in statistical analysis of variables and their relationships using mainly standard statistical procedures such as univariate analysis of quantitative characteristics. Students will also become familiar with the main correlational and comparative techniques for testing research hypotheses. **Specific objectives:** • Familiarize yourself with the most important data analysis methods and techniques used in psychology; • To deepen students' ability to distinguish between measurement scales in psychology, to correctly construct and manage databases used by common statistical analysis software; • Identify the shape of a data distribution and calculate appropriate indicators of central tendency and dispersion for a data collection • Correct use of the main data analysis techniques, in particular analysis of frequency distributions, correlation, comparison and analysis of variance; • Acquiring skills in psychological interpretation of statistical outputs ("reading" tables, graphs and correlation, comparison, parametric and non-parametric indicators, etc.).
Content of the module:	**Course:** **Statistical fundamentals**: Definition of statistics; Brief history of statistics in psychology; Usefulness of statistics in the psychologist's professional work; Difficulties and risks in the mastery of statistics. **Fundamental concepts in statistics**: Concept of variable: dependent variables and independent variables; Measurement in psychology; Measurement scales: nominal scale, ordinal scale, interval scale, ratio scale. **Fundamental concepts in statistics**: parametric statistics and non-parametric statistics; descriptive statistics and inferential statistics; population and sample. **Sorting, grouping and presenting statistical data using SPSS** (*Statistical Package for the Social Sciences*): SPSS features; SPSS windows: Edit window; Results window; Toolbars; Variable labelling. **Descriptive statistics (Part I)**: Frequency analysis; Graphical

representations; Using SPSS to present statistical data in tabular form. Using SPSS for graphical representation of data.

Descriptive statistics (Part II): summary indicators of statistical distributions: indicators of central tendency; indicators of dispersion; indicators of the shape of the distribution; Using SPSS to calculate indicators.

Statistical distributions: normal distribution (Gauss curve); symmetric and asymmetric distributions; unimodal and bimodal distributions; standardized normal distribution.

Inferential statistics: scientific research hypotheses; statistical decision; statistical errors; statistical power; effect size.

Parametric statistical tests for quantitative data (Part I): Correlation analysis: Pearson linear correlation coefficient (r); Comparison analysis: t-test for independent samples; t-test for dependent samples; Using SPSS to apply correlation and comparison tests.

Parametric statistical tests for quantitative data (Part II): z (t) test for single sample mean; Analysis of variance (ANOVA); Post-hoc analysis; Using SPSS to apply comparative tests.

Nonparametric statistical tests for ordinal data (Part I): Tests for correlation analysis (Spearman rank correlation coefficient; Kendall's concordance coefficient); Using SPSS to apply correlation tests.

Nonparametric statistical tests for ordinal data (Part II): tests for comparison analysis: Mann-Whitney test for independent samples; Wilcoxon test for paired samples; Kruskal-Wallis test for more than two independent samples; Using SPSS to apply correlation tests.

Nonparametric statistical tests for nominal data: contingency table; Chi-square test of association; Chi-square test of goodness of fit

Strategy of statistical data analysis: choice of statistical test; rules for setting research sample sizes; integration of statistical analysis into the research report; discussion and interpretation of results.

Seminar:

- Introductory seminar: presentation of the course outline, how the lectures and seminars will be conducted, specific requirements (e.g. papers, term papers, team activities), the material base to be used.
- Practising the skills of identifying measurement scales and identifying dependent and independent variables in different situations.
- Identification of population and sample in different situations.
- Familiarity with the statistical software SPSS (*Statistical Package for the Social Sciences*)
- Calculating central tendency indicators for a data collection.
- Calculating scatter and distribution shape indicators for a data collection.
- Mid-term evaluation
- Practice skills in formulating research hypotheses and distinguishing Type I and Type II errors in hypothesis testing.
- Practising skills in calculating and interpreting parametric correlation and comparison tests.
- Practising the skills of calculating and interpreting ANOVA analysis of variance. Differentiating between correlational and comparative studies.

	- Practising skills in calculating and interpreting non-parametric correlation tests - Practising skills in calculating and interpreting non-parametric comparison tests. - Practising skills in calculating and interpreting nonparametric tests for nominal data. - Summary of the material taught. **Bibliography:** 1. Bentu, D. (2021), *Applied Statistics in Psychology - Course Support*, Constanta: "Andrei Saguna" University. 2. Clocotici, V., Stan, A. (2001), *Applied Statistics in Psychology*, Iasi: Editura Polirom. 3. Howitt, D., Cramer, D. (2006), *Introduction to SPSS for Psychology*, Iasi: Editura Polirom. 4. Opariuc-Dan, C. (2009), *Applied statistics in socio-human sciences. Basics - Univariate statistics*, Cluj-Napoca: Publishing House of the Romanian Association of Cognitive Sciences. 5. Popa, M. (2008), *Statistics for Psychology. Theory and applications of SPSS*, Iași: Editura Polirom. 6. Sava, F. (2011), *Data analysis in psychological research*, Cluj-Napoca: Romanian Association of Cognitive Sciences Publishing House.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSI204	Module title: INTRODUCTION TO QUALITATIVE AND QUANTITATIVE RESEARCH
Level/semester:	first level/semester II
Professor:	Prof. Stăiculescu Ana Rodica, Asist.drd. Tutuianu Mirela
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Acquiring knowledge of the specific rules of scientific methodology. Knowledge of basic concepts and fundamental principles of scientific methodology. **Specific objectives:** • Training future graduates in the use of modern means of document production. • Developing information and documentation skills on the Internet. • Forming skills to use rigorous reasoning as well as self-study skills; • Forming a systemic conception of the discipline, knowledge of research methods in the field and their application. • Acquire knowledge of the application of scientific ethics.
Content of the module:	**Course:** Information, Knowledge, Scientific research General Types of research What research methodology studies Methods used in the research. 1. Scientific documentation 2. Historical method. 3. Observation method. 4. Logical method Survey method. Comparative method Experimental method, Test method Statistical method. Case study method Opinion poll. Questionnaire. The interview. Stages of scientific research Use of computers in the collection, processing and analysis of research data Design, drafting, revision and completion of the work Support, evaluation criteria and indicators Technique of writing an article, a report, a scientific research paper, a scientific research report Research and work ethics **Seminar:** Information, Knowledge, Scientific research Methods used in the research. 1. Scientific documentation

	2. Historical method.
	3. Observation method.
	4. Logical method
	Survey method. Comparative method
	Experimental method, Test method
	Statistical method. Case study method
	Opinion poll. Questionnaire. The interview.
	Stages of scientific research
	Use of computers in the collection, processing and analysis of research data
	Design, drafting, revision and completion of the work
	Support, evaluation criteria and indicators
	Technique of writing an article, a report, a scientific research paper, a scientific research report
	Synthesis of the material taught, preparation of the final assessment
	Bibliography: 1. Ana Rodica STAICULESCU, Daniela JITCOV, *Sociology,* ISBN 973-614-071-7, Ed Ovidius University Press, Constanta, 2003, 644 p. 2. Ana Rodica STAICULESCU, *Legal Sociology. Methodology, research methods and techniques*, Ed Libri Maris, Constanta, 2002, ISBN 973-85165-0-1, 214p 3. Brătianu, C., & Vasilache, S. (2008). Writing, drafting and defending undergraduate and graduate papers. Bucharest: Editura Universitară. 4. Chelcea, Septimiu, 2004, *Methodology of sociological research. Quantitative and qualitative methods*, Bucharest: Editura Economică. 5. Chelcea, Septimiu; Mărginean, Ioan; Cauc, Ion, *Sociological Research. Methods and techniques*, Destin Publishing House, Deva, 1998. 6. Culic, Irina, *Advanced Methods in Social Research*, Polirom, Iași, 2004. 7. Iluț, Petru, *The qualitative approach to the socio-human*, Polirom, Iași, 1997. 8. Mărginean, Ioan, *Designing Sociological Research,* Polirom, Iași, 2000. 9. Miftode, Vasile, *A Treatise on Sociological Methodology,* Lumen Publishing House, Iasi, 2003. 10. Negovan, V., & Stanciu, M. (2013) A study guide to the specifics of scientific knowledge in psychology. Bucharest: Editura Universitară. 11. Rotariu, Traian, *Sociological survey and opinion poll. Theory and practice,* Polirom, Iași, 1997. 12. Rotariu, Traian; Bădescu, Gabriel; Culic, Irina; Mezei, Elemer; Mureșan, Cornelia, *Statistical methods applied in social sciences,* Polirom, Iași, 2006. 13. "Andrei Saguna" University, Code of Ethics.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSI205	Module title: THE THEORETICAL BASICS OF PSYCHOLOGICAL ASSESSMENT	
Level/semester:	first level/semester II	
Professor:	Lecturer Şunda Irina Asist.drd. Laura Cloth	
Credit hours:	**Thereof lecture hours:** 28	
	Thereof practical hours: 28	
	Thereof self-study hours: 69	
Language:	ROMANA	
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the main concepts, theories, methods, techniques, tools and procedures related to counselling and career guidance. Familiarisation with the specifics and requirements of psychological assessment. Conveying and operating with information leading to the knowledge, understanding and use of fundamental concepts used in psychological assessment. **Specific objectives:** • Acquiring the scientific and practical-applicative information needed for the psychological assessment process • Training and development of skills needed in the psychological assessment process • Cultivation of professional ethics and deontology in conducting psychological assessment activity	
Content of the module:	**Course:** **Psychological assessment:** conceptual delimitations, history of psychological assessment, parent of psychodiagnosis, **Legal framework for carrying out psychological assessment:** forms of organisation of psychological activity, obligations and responsibilities of the assessor, confidentiality clauses. **Psychological assessment in the field of work:** regulations related to psychological assessment, use of registers and professional stamps, aptitude sheet and psychological opinion **Clinical psychological assessment - key concepts:** psychological examination, psychological instrument, observation in psychological examination, examiner conduct, decision making, testing and test anxiety **Clinical assessment planning:** general concepts, working alliance, individualised approach, process based on clinical judgement, process for the benefit of the person **Phases of clinical assessment:** introductory concepts, purpose of assessment, stages of assessment, errors in assessment, **Assessment of mental status:** general concepts, external appearance, speech, affectivity, thinking, perception, cognition, criticism of illness **Evaluation report:** purpose, general drafting criteria, sections of the evaluation report, **The test as a tool used in evaluation:** definition, classification, general qualities, test selection in evaluation, use and misuse of tests.	

	Psychometric characteristics of tests: definition, fidelity, validity, fidelity coefficients and validity **Calibration and standardization of tests:** definition of concepts, steps in calibration and standardization of psychological testing, scale models used in calibration and standardization **Test construction:** steps in test construction, component elements, questions, question classification, sources of errors. **Item analysis**: item definition, types of analysis, item difficulty, item discriminability **Test application and interpretation of results**: relationship to the investigated objective, factors, error variation, test user conduct, ratio **Seminar:** • Details on psychological assessment • Legal framework for carrying out psychological assessment activity • Psychological assessment in the field of work • Clinical psychological assessment - key concepts • Planning the clinical evaluation • Phases of clinical evaluation • Mental status assessment • Evaluation report • The test as a tool used in assessment • Methodological characteristics of the tests • Calibration and standardisation of tests • Test construction • Item analysis • Application of tests and interpretation of results Bibliography: 1. Hânză, L (2021), *Theoretical bases of psychological assessment - Course notes*, "Andrei Saguna" University, Constanta. 2. Mitrofan, N (2008), *Theoretical bases of psychological assessment*; Bucharest 3. Minulescu, M (2003), *Theory and Practice in Psychodiagnosis,* Romania of Tomorrow Foundation Publishing House, Bucharest.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: SEDX01	Module title: FAMILY PSYCHOLOGY
Level/semester:	first level/semester II
Professor:	Prof. Frățiman Livica
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Students will learn to identify, describe and analyse the main techniques and processes involved in the field of study. In this way, they will be able to identify and/or apply the content learnt. The course will involve a minimum amount of reading in order to familiarise yourself with the main theoretical concepts. The seminar is built around practical applications, involving individual and team work. **Specific objectives:** Familiarization with the theoretical and practical-applicative fundamentals related to the field of study. Identify own level related to certain skills essential to the field of study. Learning the skills to successfully use certain techniques related to the field of study.
Content of the module:	**Course:** Introduction to family psychosociology Sources of family: marriage, kinship, adoption Family structure Family functions Family and education in pre-industrial societies The sentimentalisation of parent-child relationships in modern and contemporary societies Couple and family life. Changing marital and family patterns Parenting styles of contemporary families. Aspects of the distribution of parenting roles in contemporary nuclear families Marital and family dysfunction - a psycho-diagnostic perspective Family violence, a phenomenon with psycho and sociopathogenic impact Family dissolution through divorce: causes and consequences of divorce Alternative family model Territorial communities and the family. Contemporary family relations with other social agents **Seminar:** Aspects of the distribution of parenting roles in contemporary nuclear families Marital and family dysfunction - a psycho-diagnostic perspective Family violence, a phenomenon with psycho and sociopathogenic impact

	Family dissolution through divorce: causes and consequences of divorce Alternative family model Territorial communities and the family. Contemporary family relations with other social agents **Bibliography:** Ciupercă, C., (2000), *The modern couple - between emancipation and dissolution*, Tipoalex Publishing House, Alexandria; Mitrofan, I., Ciupercă, C., (1998), *Incursiuni în psihosociologia şi psihosexologia familiei*, PRESS Mihaela SRL Publishing House, Bucharest, Romania. Mitrofan, I., Ciupercă, C., (2009), *Psychology and Couple Therapy*, SPER Publishing House, Bucharest; Voinea, M., (1996), *Psychosociologia familiei*, University of Bucharest Publishing House.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: SEDX01	Module title: PSYCHOLOGICAL RESEARCH LABORATORY
Level/semester:	first level/semester II
Professor:	Asist.drd. Laura Cloth
Credit hours:	**Thereof lecture hours:**
	Thereof practical hours: 56
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**General objective: to** develop specific research and data analysis skills in the field of clinical psychology and psychotherapy; **Specific objectives:** Development of critical analysis and synthesis skills of research results Adapting psychological research methods in clinical psychology and psychotherapy; Designing a research approach Appropriate use of data analysis methods to test research hypotheses
Content of the module:	Logic and argumentation in psychological research. Applications in psychotherapy Clinical and psychotherapy case study The single-subject experiment in clinical psychology and psychotherapy: designs, advantages, limitations Experimental sample research in clinical psychology, psychological counselling and psychotherapy: internal validity vs. external validity Practical application: visual analysis of the results of a single-subject experiment Parametric and nonparametric statistical tests: applications in single-subject and sample experimental research; The subject is taught in a digital educational laboratory containing -VR sets use virtual reality equipment, with special glasses that incorporate **a screen that projects an image that adapts to the movement of the person's head**, so an immersive experience is achieved with the stimulus and the environment that is being viewed at that moment. In this way, what is achieved is to make an exposure to the aversive stimulus in a virtual way.Unlike other techniques, through virtual reality therapy applied to phobias. Through the virtual room the child with special needs can make contact with the environment without feeling threatened. On an emotional level the child with a disability develops a very high degree of anxiety and frustration when the environment is new and there are many distracting stimuli. - enables interactive learning, using 3D models, - 3D interactive educational content, - VTS Audio-Video system, - 3D scanner

	Bibliography: Baron, R. M., & Kenny, D. A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. Journal of Personality and Social Psychology, 51(6), 1173-1182. • David, D. (2006) Clinical research methodology. Fundamentals. Iași: Polirom. • Field, A. (2009) Discovering Statistics Using SPSS. London: SAGE
Examination:	Written project 50%, Oral examination 10%, evaluation of activities 30%.

Year II, semester 3

Module number: PSI301	Module title: PSYCHOLOGY OF PERSONALITY
Level/semester:	first level/semester III
Professor:	Lecturer Bentu Doinița
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The knowledge and understanding of personality in its totality, starting from the review of the different concepts of personality, the central theories of the classical theories of personality, the emulation of these theories in the offer of explanatory models, reaching up to the explanation of the trans-situational consistency of human behaviors, all structured in a coherent approach of psychological action for the knowledge of the person. **Specific objectives:** • Appropriate use of concepts and explanatory models specific to personality psychology in the complex act of assessment and analysis of human personality from a professional-academic perspective; • Knowledge and use of various scientific methods, approaches, principles and techniques, with the aim to systematically integrate the foundations of personality psychology in multidisciplinarity (neuroscience, sociology, pedagogy, counselling, psychotherapy, anthropology); • Familiarisation with the most important assessment methods and techniques used in personality psychology; • Knowledge of the structure and dynamics of personality, of the reciprocal relationships between its sides and components that lead, in psycho-behavioural terms, to various effects, the process of personality development occurring throughout life; • Understanding the process of personality formation and development and how to explain inter-individual differences.
Content of the module:	**Course:** **Personality**: conceptual delimitations (individual, individuality, person, personality, character); Definitions of personality: definitions by external effect, definitions by internal structure, positivist definitions; Acceptances of the concept of personality. **Personality theories:** *psychodynamic theories of personality*: Freud's psychoanalytic theory, Jung's analytic psychology, Adler's individual psychology, Erikson's Ego psychology; *personality trait theories*: Allport's personality trait theory, Cattell's factor-analytic theory, Eysenck's factor-

analytic theory.

Personality theories: *humanistic theories of personality*: Rogers' Self-Actualization Theory, Maslow's Self-Actualization Theory; *behaviorist theories of personality*: Skinner's Radical Behaviorism; *cognitivist theories of personality*: Kelly's Personal Construct Psychology, Bandura's Social Cognitive Theory.

Temperament - the dynamic-energetic side of personality: definition and identification criteria; Classification of temperaments (temperamental typologies, constitutional typologies, psychological typologies, psychophysiological typologies); Ontogenetic landmarks of temperament development.

Aptitude - the instrumental side of personality: Definition of the concept; Definition of aptitudes as opposed to abilities; Innate or acquired character of aptitudes; Classification of aptitudes.

Intelligence - the productive-resolving side of personality: conceptual delimitations; explanatory-interpretative models of intelligence (psychometric model, factorial model, genetic model, psychocognitivist model, neuropsychological model, ecological model, triarchic model); the relationship between intelligence and personality; emotional intelligence.

Character - the relational-value and self-regulating side of personality: acceptances of the notion of character; traits and attitudes - structural elements of character; explanatory-interpretative models of character (character balance model, character concentric circles model, character pyramid model).

Creativity - the transformative-constructive side of personality: Definition of the concept**;** Acceptances of creativity: as a product, as a process, as a general human potentiality, as a complex dimension of personality; Factors of creativity; Relationship between creativity and intelligence

Structure and development of personality: relationships between the sides of personality (relationship between temperament and character, relationship between aptitudes and character, relationship between temperament and aptitudes); Development of personality; Types of personality.

EUL, core of personality: EUL and its psychic nature; EUL and consciousness; EUL and personality; EUL and types of EUL and personality.

Self, gender and identity: self-concept (self-image, self-esteem, self-ideal, sense of self); theory of proprium; theory of self-development; theories of gender identity development; self-acceptance and self-confidence.

Motivation and personality: hierarchy of primary needs; primary cognitive needs; differences between higher and lower needs.

Stress and personality: Stress and physiological sensitivity; Psychological reactions to stress; Stress control skills; Self and defence mechanisms; Personality and vulnerability to stress.

Personality traits and health: Personality and longevity; Personality and heart disease; Neuroticism as a risk factor for many diseases; Health-related traits and behaviours; Personality pathology.

Seminar:
- Introductory seminar: presentation of the course outline, how the lectures and seminars will be conducted, specific requirements (e.g. papers, term papers, team activities), the material base to be used.
- Issues and controversies in the study of personality
- Methods specific to personality research: psychometric methods.

	- Identification of temperamental types: choice of questionnaire, individual application and interpretation of answers. - Empathy and Emotional Intelligence - Character models and their psychoeducational relevance - Acceptances of creativity: a comparative study. Pros and cons of the relationship between creativity and intelligence. - The development of the personality and the relationships between its sides. - Self and personality types - Gender identity and sexual identity. - Identify the defence mechanisms used when stressors occur. - Summary of the material taught. **Bibliography:** 1. Bentu, D. (2017), *Psychology of Personality - Course Support*, Constanta: "Andrei Saguna" University. 2. Cretu, R. Z. (2005), *Personality assessment. Alternative methods*, Polirom Publishing House: Iași. 3. Maslow, A. H. (2007), *Motivation and Personality*, Bucharest: Editura Trei. 4. Minulescu, M. (1996). *Personality questionnaires in psychological assessment*, Bucharest: Garell Publishing House. 5. Zlate, M. (1999), *Eul și personalitatea*, Bucharest: Editura Trei.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI302	Module title: PSIHODIAGNOSTIC 1
Level/semester:	first level/semester III
Professor:	Lecturer Bentu Doinița, Asist.drd. Laura Cloth
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Provide the declarative and procedural knowledge necessary for the use of psycho-diagnostic tools. Develop a scientifically validated perspective on psychological assessment/psychodiagnostic tools. **Specific objectives:** ● To impart knowledge of psychodiagnostic work, its characteristics and the methods used in psychodiagnosis; ● To familiarize students with the subject matter and specifics of psychodiagnosis, scientific and ethical requirements of psychodiagnosis. ● To familiarize students with the types of psychological assessment instruments and their specificities according to the fields of application; ● To provide a declarative knowledge base that allows students to operate with the main psychometric qualities of tests: fidelity, validity, norms; ● Training and development of the ability to select assessment instruments based on psychometric characteristics; ● Train and develop the ability to determine the reliability and validity of psychological assessment instruments; ● Training and development of the ability to adapt psychological assessment/psychodiagnostic tools. ● To provide a declarative knowledge base that enables students to operate with the main psychometric qualities of tests: fidelity, validity, norms; ● Training and development of the ability to select assessment instruments based on psychometric characteristics; ● Train and develop the ability to determine the reliability and validity of psychological assessment instruments; ● Training and development of the ability to adapt psychological assessment/psychodiagnostic tools.
Content of the module:	**Course:** **Introduction to psychodiagnosis**: fundamental concepts, historical landmarks, development in Romania, fundamental approaches, functions, fields of application, purpose **Elements of ethics and deontology**: deontological principles, ethical principles in evaluation work, ethical issues in the different stages of evaluation **Methods and tools used in psychodiagnosis:** observation, interview, anamnesis, conversation, questionnaire, test, conditions of use **The test as a psychodiagnostic tool:** history, definitions, terminology, types, classification, advantages of the method

	Standardisation and calibration of tests: definitions, concepts, characteristics **Fidelity of psychological tests:** essential aspects of fidelity, definition, procedures for determining fidelity **Validity of psychological tests**: essential aspects of reliability, definition, types of validity **Skills and their assessment:** definition, characteristics, classification **Skills and their assessment:** differential ability scales (DAS), factor battery (PMA), GATB battery, occupational skills investigation tests, dexterity tests, spatial representations tests. **Intelligence and its assessment:** definition, characteristics, approaches, classification, Binet-Simon metric scale, Stanford-Binet scale, Wechsler battery, Meilly analytical test, R.B Cattell nonverbal test, Pieron test, Eysenk test, Lahy intelligence battery **Intelligence and its assessment:** Porteus mazes, Pintner-Paterson scale, Kohs cubes test, Weschler - Hamburg battery, Raven test (progressive matrices), Domino test (D48), Bonnardel 53 test, Gama test, MAB II **Psychological assessment of children and adolescents:** introduction, particularities, stages, projective tests, Duss fables **Psychological assessment of children with disabilities:** psychomotor development (Portage, Denver), intelligence (WPPSI, WISC), mental processes (Rey test), language (Borel-Maisonny) **Psychological assessment of the elderly**: introduction, features, prevalent disorders (CASE-SF), Geriatric Depression Scale (GDS) **Seminar:** Introduction to psychodiagnosis Code of Ethics Methods and tools used in psychodiagnosis Test method Standardisation and calibration of tests Fidelity of psychological tests Validity of psychological tests Skills and their assessment Measurement of aptitudes - computerised psychological assessment platforms Intelligence and its assessment Measuring intelligence Psychological assessment of children and adolescents Psychological assessment of children with disabilities Psychological assessment of the elderly Bibliography: 1. Ciorbea, I., Enache, R., & Sălceanu, **C.** (2015**).** Psychological assessment in clinical context. In I. Ciorbea (coord.). *Applied psychological assessment. Theoretical and practical landmarks* (pp. 137-309). București: Editura Trei. 2. Dafinoiu, I. Enea, V. (2017). *Psychological assessment: the clinical psychologist's handbook,* Iași: Polirom. 3. Hânză, L (2021), *Psychodiagnosis 1, Lecture Notes*, "Andrei Saguna" University
Examination:	Written test730%, evaluation of activities 30%.

Module number: PSI303	Module title: ORGANIZATIONAL PSYCHOLOGY
Level/semester:	first level/semester III
Professor:	Prof. Seceleanu Andra, Asist.drd. Laura Cloth
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The study of the collective behaviour of employees in relation to socio-technical systems (organisations) in terms of the reciprocal exchanges between these two types of entities. **Specific objectives:** • Understand and appropriate the theories and models that explain phenomena and processes that arise in the organisational environment. • Developing a specific language of organisational psychology and using it in an appropriate way. • Understanding the reciprocal influence between individual behaviour and the organisational environment and developing ways of recognising and interpreting organisational reality through the perspectives of the theories and models studied. • Familiarisation with the most important methods and techniques used in organisational psychology.
Content of the module:	**Course:** **Introduction to organizational psychology**: definition, concept; object and issues of organizational psychology; fundamental concepts **Organizations:** Classification of organizations; Perspectives in the study of organizations; Theories on organizations **Organizations:** classical theories; neoclassical theories; modern theories **Individual level of analysis:** conception of man; Theory X and Y; Theory Z; Model of organizational homogeneity; Typologies of man **Group level of analysis:** Conceptual delimitations; Classification of groups; Group formation; Reorganization of groups **Organisational level of analysis:** Organisational structure; Classification of organisational structures **Efficiency in the organisational environment:** conceptual definitions, Principles of efficiency: principle of defining objectives, principle of setting priorities, principle of setting deadlines, principle of time management, principle of synergy. **Effectiveness in the organizational environment**: types of effectiveness: personal, interpersonal, group, organizational; the synthetic-integrative model of effectiveness **Organizational Pathology**: Organizational Stress, Burnout, Mobbing, Pathological Organizations

	Organizational culture: concept, basic ideas, characteristics; subcultures and countercultures; Generation of organizational culture **Organizational Culture**: Organizational Socialization; Organizational Civic Behavior **Leading organisations**: Leadership, influence and power in organisations; Leadership styles; Mistakes in organisational decision-making **Leading organisations**: Change strategies in organisations; Planned organisational change; Organisational intervention and change models. **Fundamentals of leadership**: definitions and conceptual boundaries, forms of leadership, principled leadership, charismatic leadership, transformational leadership, the leader **Seminar:** - Introductory seminar: presentation of the subject sheet, how the seminars will be conducted, the specific requirements, the material base to be used. Examples of organisations. - Applying the Belbin test to identify roles within a team. Examples of roles. - Case study on group decision making. - Communication within the group. Barriers in communication - Draw up an organisation chart based on the model of a known organisation. - Present the pros and cons of current trends in career management. - Application of prioritisation exercises for career areas of interest. - Debates on proposed themes - Discussions and exercises on mentoring and coaching: examples - Examples of sources of stress in known organisations. - Examples of conflicts in known organisations. - Analysis of the consequences of resistance to organisational change. - Comparative analysis of different organisational cultures. Investigating the factors of organisational climate in the university. - Debating values in organisations. Hierarchy of personal values. **Bibliography:** 1. Hânză, L., (2021) *Organizational Psychology*, Course Notes, "Andrei Saguna" University; 2. Bogathy, Z., (2004) *Handbook of work and organizational psychology*. Iași: Editura Polirom; 3. Zlate, M., (2004), *Organizational-managerial psychology treatise* vol. I. Iasi: Editura Polirom.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSI305	Module title: VRSTEL PSYCHOLOGY 1
Level/semester:	first level/semester III
Professor:	Lecturer Şunda Irina
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The general objective of the subject is to familiarize and practice a range of knowledge and skills required in the psychology profession, as well as to learn certain techniques of working specifically in the field of age psychology. In parallel, for each age stage, we will follow the development of the various stages of psychological life, from the prenatal stage to the pubertal stage: sensory, cognitive, affective, activity and personality, and we will also focus on some educational principles specific to that period. The course and seminar provide a wealth of examples and applications that facilitate understanding and learning, while providing practical support for the development of interpersonal skills for the age range from birth to puberty. **Specific objectives:** • Become familiar with specific tools and techniques; • Know a range of specific theories and concepts; • Develop an intervention plan for specific issues addressed; • To build the bio-psycho-social profile of the ontogeny ages (from 10/11 years); • To present the main educational issues and major existential events of those ages.

Content of the module:	**Course:**
	Introduction to age psychology
	Heritage, Environment, Education
	    1. Cycles and stages of mental development, Stages
	    2. Cognitive development theory after Jean Piaget
	Prenatal development stage
	    1. Birth and peculiarities of the newborn
	    2. Infant development
	    3. Pre-school development I
	Pre-school development II
	
	    1. Preschool Development I
	    2. Pre-school development II
	Development in the early school years I
	Development in the Early Years II

Summary

Seminar:
The relationship of age psychology to other disciplines. The scientific
approach to the study of developmental psychology

7. Research designs in developmental psychology. The heredity-environment-education relationship.
8. Criteria for delimiting cycles, stages and delimitation stages. Applications
9. Major theories of human development: Piaget, Vîgotsky, Bronfenbrenner
10. Fetal changes by week.

The relationship between mother and newborn

1. Psychological changes in the mother after childbirth
2. Language and communication skills development
3. Attachment. Attachment styles
4. Executive functioning in pre-school
5. The impact of technology on early development
6. Magical thinking in children

Morality development
Summary

Bibliography:

1. Adler, A., (2016), The *practice and theory of individual psychology. For clinicians, psychologists and teachers*, TREI Publishing.
2. Atkinson L. Rita, Atkinson R.C., Smith E.E., Bem D.L., *Introduction to Psychology*, Technical Publishing House, Bucharest, 2002, p.87-88;
3. Baltes, P.B., Reese, H., & Lipsett, L. (1980) *Lifespan developmental psychology*, *Annual Review of Pyschology*.
4. Birch A., *Developmental Psychology*. Bucharest: Technical, 2000
5. Bonchis Elena, *Child Psychology*, University of Oradea Publishing House, 2004, p. 124-126
6. Carrol, John B., *Language and Thought*. Bucharest: EDP, 1979
7. Salkind, N.J., Margolis, L., Macmillan Reference, *Child Develpoment*, U.S.A., 2002.
8. Cretu, T., (1994), *Psychology of Ages*, Ed. University, Bucharest
9. Gartstein, M.A., Hancock, G.R., Iverson, S.L. (2018) *Positive affectivity and fear trajectories in infancy: contributions of mother-child interaction factors. Child Development*, 1519-1534.
10. Golu P., Zlate M., Verza E. *Child psychology*. Bucharest: E. D. P., 1995
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Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSIX306	Module title: ENGLISH
Level/semester:	first level/semester III
Professor:	Lecturer Șunda Irina
Credit hours:	**Thereof lecture hours:** 0
	Thereof practical hours: 28
	Thereof self-study hours: 47
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the basic grammatical structures of English; Accumulating and fixing vocabulary fundamentals; Develop the ability to receive written and oral messages; Develop written and oral expression skills. **Specific objectives:** Knowledge and ability to use correctly the grammatical structures studied; Knowledge and use of the vocabulary studied; Ability to express coherent, well-organised information orally or in writing and linguistically correct; Ability to decipher correctly the meaning of a text, the degree of difficulty of which is in line with the level of the course; Ability to interpret correctly the information contained in a verbal message, the degree of difficulty of which is consistent with the level of the course.
Content of the module:	**Course:** Present Simple versus Present Continuous. Past Simple (regular/irregular verbs). USED TO. Past Continuous. Present Perfect Simple. The Future - Future Simple, BE GOING TO. Revision (theory and practice) Relative Pronouns. Relative Adverbs. Possessives. BOTH, NEITHER, ALL/NONE. Modal verbs - CAN, COULD, BE ABLE TO. Modal verbs - MUST, HAVE TO, NEEDN'T. The Infinitive. TOO / ENOUGH. SOME / ANY / NO. A LOT OF / MUCH / MANY. Revision (theory and practice) General Revision (theory and practice) **Seminar:** Present Simple versus Present Continuous. Vocabulary practice. Past Simple (regular/irregular verbs). USED TO. Vocabulary practice. Past Continuous. Vocabulary practice. Present Perfect Simple. Vocabulary practice. The Future - Future Simple, BE GOING TO. Vocabulary practice. Revision (theory and practice)

	Relative Pronouns. Relative Adverbs. Vocabulary practice.
	Possessives. BOTH, NEITHER, ALL/NONE. Vocabulary practice.
	Modal verbs - CAN, COULD, BE ABLE TO. Vocabulary practice.
	Modal verbs - MUST, HAVE TO, NEEDN'T. Vocabulary practice.
	The Infinitive. TOO / ENOUGH. Vocabulary practice.
	SOME / ANY / NO. A LOT OF / MUCH / MANY. Vocabulary practice.
	Revision (theory and practice)
	General Revision (theory and practice)
	Bibliography:
	1. Virginia EVANS, Jenny DOOLEY, Grammarway I, Ed. Express Publishing, Newbury, 2011.
	2. Virginia EVANS, Jenny DOOLEY, Reading and Writing Targets 1, Ed. Express Publishing Press, Newbury, 1998.
	3. L.G. ALEXANDER, Longman English Grammar, Ed. Longman Group UK Limited, London, 1994.
	4. L.G. ALEXANDER, Longman English Grammar Practice, Ed. Longman Group UK Limited, London, 1991.
	5. J. THOMSON, A. V. MARTINET, A Practical English Grammar, Ed. Oxford University Press, Oxford, 1994.
Examination:	Written test 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSIX307	Module title: Speech therapy laboratory
Level/semester:	first level/semester III
Professor:	Lecturer Peptisor Cristina
Credit hours:	**Thereof lecture hours:**
	Thereof practical hours: 28
	Thereof self-study hours: 97
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Interpret and critically analyse different explanatory models of language development, the main aetiological factors of language disorders and analyse the cognitive and social factors involved in language development. **Specific objectives:** -Critical and constructive evaluation of psychodiagnostic methods for the effective selection of assessment methods according to contextual and environmental factors, the type and severity of the impairment, and the results of the psychoeducational assessment -Setting the types of assessment in accordance with the time of learning and the stages of the rehabilitation process, based on the use of consistent methodologies
Content of the module:	Neuropsychophysiology of language. Elements of neurolinguistics. Structure and functions of the phonoarticulatory apparatus. Classification and aetiology of the main language disorders. Practical demonstration of the characteristics of the phonemes of the Romanian language. General therapy: general mobility exercises, breathing exercises, exercises to develop the mobility of the phono-articulatory apparatus elements. Screening tests for language disorders - presentation and example. Development and implementation of speech therapy intervention plans. Staging of speech therapy. **Bibliography:** Bibliography Anca, M. (2007) Logopedie, Cluj Napoca, Presa Universitară Clujeană Burlea, G.; Burlea, M. (coord) (2011) Dicționar explicativ de logopedie, Iași, Polirom Chassey (de) J.; Brignon, S. (2008) Behavioural and cognitive therapy of rhythm and fluency disorders, Iași, Polirom Dârjan, I. (2006) The relationship between communication problems and emotional-behavioural disorders, in Revista de Știinte ale Educatiei, year VII, no. 1 (13), Editura Universității de Vest, Timișoara
Examination:	Practical examination 70%, evaluation of activities 30%.

YEAR II, SEMESTER 4

Module number: PSI401	Module title: PSYCHIATRY
Level/semester:	first level/semester IV
Professor:	Prof. Papari Aurel
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Acquiring theoretical and practical notions useful for the recognition of psychiatric pathology **Specific objectives:** Acquisition of notions of positive diagnosis, differential diagnosis, therapeutic conduct, social reintegration, etiopathogenesis.
Content of the module:	C1. Introduction to psychiatry, definition, object, branches of psychiatry C2. Clinical examination and general elements of semiology C3. Semiology of anxiety disorders C4. Semiology of (dissociative) conversion disorders C5. Semiology of personality disorders C6. Semiology of instinctual disorders C7. Semiology of affective disorders C8. Semiology of psychotic disorders C9. Semiology of addictive disorders C10. Semiology of developmental disorders C11. Semiology of involution disorders C12. Semiology of mental disorders due to general pathology C13. Emergencies in psychiatry C14. Psychotherapy of mental disorders S1. The relationship of psychiatry to psychology, sociology, law, forensics, genetics, and other medical sciences. S2. . Interview and Anamnesis, practical exercise in groups. S3. Ways of dealing with the person with anxiety disorders. Interview, anamnesis, identification of specific signs and symptoms. S4. . Ways of dealing with the person with conversion (dissociative) disorders. Interview, history taking, identification of specific signs and symptoms S5. Ways of dealing with the person with personality disorders. Interview, anamnesis, identification of specific signs and symptoms. S6. Ways of dealing with the person with affective disorders. Interview, anamnesis, identification of specific signs and symptoms.

	S7. Ways of dealing with the person with psychotic disorders. Interview, anamnesis, identification of specific signs and symptoms. S8. Ways of dealing with the dependent person. Interview, anamnesis, identification of specific signs and symptoms. S9. Ways of dealing with the person with developmental disabilities. Interview, anamnesis, identification of specific signs and symptoms. S10. Ways of dealing with the person with developmental disorders. Interview, anamnesis, identification of specific signs and symptoms. S11. Interview, anamnesis, identification of signs and symptoms particular to general pathology. S12. . Identifying signs and symptoms specific to psychiatric emergencies. S13. Usual psychotherapy techniques specific to different groups of mental disorders. S14. Analysis of the synoptic picture of specific symptoms of mental illnesses
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI402	Module title: career guidance and counselling workshop
Level/semester:	first level/semester IV
Professor:	Prof. Seceleanu Andra, Asist.drd. Laura Cloth
Credit hours:	**Thereof lecture hours:** 14
	Thereof practical hours: 14
	Thereof self-study hours: 72
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the main concepts, theories, methods, techniques, tools and procedures related to counselling and career guidance. Presentation of the specifics of counselling and career guidance in psychology. **Specific objectives:** ● Acquiring scientific and practical-applied information necessary for career counselling and guidance. ● Training and development of skills needed for career counselling and guidance. ● Cultivating professional ethics and deontology in the conduct of counselling and career guidance and the exploitation of their results.
Content of the module:	**Course:** **Introduction and brief history:** course objectives; characteristics of career counselling and guidance; brief history of career counselling and guidance **Content and stages of counselling and career guidance:** definition of processes; methods of counselling and career guidance; components of counselling and career guidance, stages of counselling and career guidance. **Personal resources and career orientation:** aptitudes, intelligence, genetic theory and psychometric theory, character, skills and knowledge. **Core counselling skills and competences**: understanding the internal frame of reference, diversity in counselling, listening, asking questions, giving feedback. **Explanatory models in career guidance:** introduction, definition and characteristics; examples, advantages and limitations **Self-knowledge and personal development:** definition, stages, clarifications and examples. **Career planning and personal marketing:** definition, characteristics, stages, clarifications and examples. **Curriculum vitae and cover letter:** introduction; definition of stages; classification; structure; wording; design; drafting. **Job interview and behavioural interview:** definition, interview in counselling, job interview, behavioural interview, techniques **Networking:** definition, characteristics, behaviours, participation **Management and access to information:** definition, exploration, stereotypes, optimisation of advice activity, advantages, disadvantages **Entrepreneurship:** definition, characteristics, risks, entrepreneur qualities, skills development, types of entrepreneurs, role, limits

	Family and friendship group as a guiding factor: family, parenting styles, friendship group as a guiding factor **SWOT analysis**: history, theoretical background, presentation of the method, evaluation of the method, advantages, disadvantages **Seminar:** - Presentation of the subject sheet, how the seminars will be conducted, the specific requirements (e.g. papers), the material base to be used. - Development of a Curriculum Vitae, according to students' current knowledge. - Resolving a conflict situation between two or more employees - Vocational retraining of a person who has acquired a physical disability - Gender mainstreaming - debate based on gender equality in certain fields/professions - Written assessment of knowledge acquired. - Career guidance based on a given CV and subject's skills - Drawing up a letter of intent for a given position - Job interview - Job interview - Opening a business in a given field - Advising a student who is very good in a particular field and his/her family who wishes to follow another career path - Drawing up a psycho-professiogram on a given theme - Elaboration of a Curriculum Vitae, according to the knowledge acquired by the students after the content of the subject. **Bibliography:** 1. Hânză, L (2022), *Counselling and Career Guidance Laboratory - Course Notes*, "Andrei Saguna" University; 2. Jigău, M. (2007), *Career Counselling*, Ed. Sigma, Bucharest; 3. Lemeni, G., Porumb, M. (2011), *Counselling and guidance. Career education guide*, Ed. ASCR, Cluj.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number:	Module title: EXPERIMENTAL PSYCHOLOGY AND DATA ANALYSIS
Level/semester:	first level/semester IV
Professor:	Lecturer Aurelia Moraru
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 33
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To convey the principles, methods, techniques and procedures specific to experimental psychology in the investigation of human behaviour; Acquiring scientific and practical applied information necessary to investigate and understand the human condition. **Specific objectives:** ● Appropriate use of concepts and knowledge specific to experimental psychology in the act of "x-raying" the human psyche from an experimental perspective, as well as their integration into the experimental approach; ● Knowledge of the observation method and the construction and application of the observation grid; ● Knowledge and application of the experimental method; ● Identify techniques for controlling extraneous variables; ● Working with the main experimental designs; ● Identify the features of factorial designs; ● Cultivating professional ethics and deontology in the conduct of scientific research and the exploitation of its results.
Content of the module:	**Course:** **The subject of experimental psychology:** introduction; operational definitions: experiment, experimental method and experimental psychology; specifics of the experimental method**.** **A short history of the foundations of experimental psychology:** experimental psychology in the world; experimental psychology in Romania**.** **Observation:** introduction**;** definition and characteristics**;** casual versus systematic observation; observation and experiment**;** determinants of observation**;** content of observation; advantages and limitations of observation. **Experimental steps:** choosing the problem; reviewing reference works; research objective; identifying hypothetical constructs; establishing variables**;** creating operational definitions; establishing and formulating the hypothesis; choosing the method. **Non-experimental and experimental research designs:** the pilot experiment; processing the results; critical evaluation of the study**;** types of experiments. **Types of variables:** experimental variables; the concept of variable in experimental psychology; independent variables; dependent variables; controlled and uncontrolled outside variables; subject variable. **Flawed experimental designs:** possible errors in intra- and inter-group

comparisons.

Ethical issues of psychological experimentation: APA ethical principles and standards; national ethical principles and standards; difficulties and controversies in complying with ethical principles and standards in psychological research.

Research report: title page; abstract; introduction; methods**;** results; discussion; references; notes.

Experimental approach to sensation: introduction; sensory thresholds; experimental variables.

Experimental approach to perception: introduction; methodology of the experimental approach to perception; types of perception; role of behavioural factors in perception; perception and conscious control; role of individual differences**;** role of socio-cultural factors; peculiarities of perceptual stimuli; form-ground relationship in perception; constancy phenomena of perception; consecutive effects**;** motion perception; perceptual apprehension.

Experimental approach to attention: vigilance**;** experimental variables**;** from vigilance to attention**;** models of approach to attention: informational model, filtering model - selectivity of attention, activation model - focusing and sustaining attention, parallel processing model - switching attention**;** attention from neuroscience and cortical imaging perspective**;** techniques, procedures, apparatus.

Experimental approach to memory: models of experimental approach to memory; forms of memory; experimental variables; experimental designs; interaction of variables; forgetting, techniques, procedures, apparatus.

Experimental approach to learning: models of approach to learning; learning from a trial; learning from repeated experiences**;** learning by conditioning**;** learning by intuition**;** conceptual learning**;** experimental variables**;** techniques, procedures, apparatus.

Seminar:
- Presentation of the subject sheet, how the seminars will be conducted, specific requirements (e.g. projects), the material base to be used. Study: Aniței, M. (2007) Psychology as an experimental science. In M. Aniței. Psihologie experimentală, Ed.Polirom, Iași (pp. 20-23); Lungu, N. (2001). Experimental method in psychology. In Lungu, N., Experimental Psychology, Ed. Fundației România de Mâine, București (pp.14-18); Chelcea, S., (2004). Specificul metodei experimentale. In Chelcea, S., Methodology of sociological research. Ed. Economică. Bucharest. Contribution of great personalities to the emergence of experimental psychology. Study: Aniței, M. (2007. Short history. In M. Aniței. Experimental psychology, Ed. Polirom, Iași (pp. 24-33).
- Ways of compiling an observation grid. Study:Aniței, M. (2007). Observation. In M. Aniței. Experimental Psychology, Ed. Polirom, Iași (pp. 34-48) and Radu,I., Drutu, I., Miclea M., (1991) In Radu, I., Introducere în Psihologia Contemporană, Ed. Sincron,Cluj-Napoca (pp.16-20).
- Choosing a research topic and taking it through the stages of the experiment.
- Application exercises for creating non-experimental and experimental research plans. Study:Aniței,M.(2007). Experimental plans. In M. Aniței. Experimental psychology, Ed. Polirom, Iași (pp. 59-73).

- Choosing a research topic and identifying independent and dependent variables. Study: Aniței, M. (2007) Experimental variables and their control. In M. Aniței. Experimental psychology, Ed. Polirom, Iași (pp. 74- 102).
- Flawed experimental designs and types of possible errors in intra- and intergroup comparisons. Study: Radu, I., Miclea, M., Albu, M., Nemes, S., Moldovan, O., Szamoskozi, S. (1993), Psychological Methodology and Data Analysis, Ed. Sincron, Cluj Napoca (pp.37- 41).
- Ethical issues of psychological experimentation. Study: Aniței, M. (2007) Ethical issues of psychological experimentation. In M. Aniței. Psihologie experimentală, Ed.Polirom, Iasi (pp. 149-157) and Douglas, M. (2009). Solomon Asch on conformity. In Douglas, M. Classical experiments in psychology, Ed. Three, Bucharest (pp.439-444).
- Writing the research report.
- Experiencing sensations through audiovisual stimulation. Independent variable - stimulus quality (intensity, frequency, duration, interval between stimuli, brightness, glare, chromatic hues) and dependent variable (sensation attributes assessed in a dichotomous manner by stimulus presence and absence). Study: Aniței, M. (2007) Auditory sensations. In M. Aniței. Experimental psychology, Polirom, Iasi (pp.202-210).
- Experimental approach to the perceived person from the observer's perspective. Independent variable - personal qualities and dependent variable - needs, wants and values of the observer.
- Experimenting with attention, parallel processing model - switching attention by performing two tasks simultaneously. Independent variable (tasks required) and dependent variable task performance). Study: Aniței, M. (2007).Parallel processing model. In M. Aniței. Experimental psychology, Polirom, Iasi (pp. 294-296).
- Experimenting with short-term memory through word lists. Independent variable (word list) and dependent variable (number of words reproduced, number of errors and subjects' reaction time). Study: Douglas, M. (2007. Brenda Milner and the case of H. M. In Douglas, M., Classical experiments in psychology, ed. Three.Bucharest (pp.261-267).
- Reward/punishment in the experimental study of learning. Independent variable (reward/punishment) and dependent variable (performance).
- Study: Douglas, M. (2007) Lepper et al. on the costs of reward. In Douglas, M., Classical experiments in psychology, ed. Three. Bucharest (pp.238-242).

Bibliography:
1. Aniței, M. (2007) *Experimental Psychology*, Ed. Polirom. Iași;
2. Douglas, M. (2009), *Classical Experiments in Psychology*, ed. Three. Bucharest;
3. Lungu, N. (2000), *Experimental Psychology,* Ed. "Fundației România de Mâine", Bucharest.
4. Moraru, A. (2021), *Seminar Paper - Experimental Psychology*, "Andrei Saguna" University, Constanta;

	5. Moraru, A. (2021), *Lecture Notes - Experimental Psychology*, "Andrei Saguna" University, Constanta; 6. Radu, I., Drutu, I., Miclea M., (1991). *Introduction to Contemporary Psychology*, Ed. Sincron. Cluj-Napoca; 7. Radu, I., Miclea, M., Albu, M., Nemes, S., Moldovan, O., Szamoskozi, S. (1993), *Psychological Methodology and Data Analysis*, Ed. Sincron, Cluj Napoca. 8. Septimiu, C., (2004) *Methodology of Sociological Research. Quantitative and Qualitative Methods*, Ed. Economica. Bucharest.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI404	Module title: VRSTEL PSYCHOLOGY 2
Level/semester:	first level/semester IV
Professor:	Lecturer Dr. Șunda Irina
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 33
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The general objective of the subject is to familiarize and practice a series of knowledge and skills necessary in the profession of psychologist, as well as to learn certain specific working techniques in the field of age psychology, We will follow, in parallel, for each age stage, its evolution on various levels of mental life, starting from adolescence: sensory, cognitive, affective, activity and personality, stopping also on some educational principles specific to that period. The course and seminar provide a wealth of examples and applications that facilitate understanding and learning, while providing practical support for developing interpersonal skills for age ranges from adolescence to senescence. **Specific objectives:** • Become familiar with specific tools and techniques; • Know a range of specific theories and concepts; • Develop an intervention plan for specific issues addressed; • To build the bio-psycho-social profile of the ontogeny ages (from 10/11 years to the end of life); • To present the main educational issues and major existential events of those ages; • To develop their skills in teamwork and presentation of the main concepts of puberty, adolescence, adulthood and senescence.
Content of the module:	**Course:** C1. Puberty and adolescence. Part I C2. Puberty and adolescence. Part II C3. Puberty and adolescence. Part III C4. Puberty and adolescence. Part IV C5. Adulthood: youth and middle adulthood. Part I C6. Adulthood: youth and middle adulthood. Part II C7. Adulthood: youth and middle adulthood. Part III C8. Adulthood: youth and middle adulthood. Part IV C9. Senescence. Part I C10. Senility. Part II C11. Senescence. Part III C12. Longevity issue C13. Death, the inevitable examination. Part I C14. Death, the inevitable examination. Part II

	Seminar:
	- Introductory references to the psychology of puberty, adolescence, adulthood and senescence.
	- *What does and does not change with age* (Presentation of seminar requirements)
	- Puberty - changes and challenges in physical, cognitive, behavioural, social and educational development
	- Adolescence - changes and challenges in physical, sexual, cognitive, behavioural, social and educational development
	- Adulthood: family relationships, parenthood
	- Adulthood: social relationships and career
	- Ageing: sensory, intellectual and relational changes. Retirement and dealing with loneliness
	- Old age, chronic diseases and preparing for death
	Bibliography: Munteanu, A., (2009), *Psychology of Ages*, Eurobit Publishing House, Timisoara;
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI406	Module title: PSIHODIAGNOSTIC 2
Level/semester:	first level/semester IV
Professor:	Lecturer Bentu Doinița, Asist.drd. Laura Cloth
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 44
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Provide the declarative and procedural knowledge necessary for the use of psycho-diagnostic tools. Develop a scientifically validated perspective on psychological assessment/psychodiagnostic tools. **Specific objectives:** • To impart knowledge about the work of psychodiagnosis, its characteristics and the methods used in psychodiagnosis; • To familiarize students with the subject matter and specifics of psychodiagnosis, scientific and ethical requirements of psychodiagnosis. • To familiarize students with the types of psychological assessment instruments and their specificities according to the fields of application; • To provide a declarative knowledge base that allows students to operate with the main psychometric qualities of tests: fidelity, validity, norms; • Training and development of the ability to select assessment instruments based on psychometric characteristics; • Train and develop the ability to determine the reliability and validity of psychological assessment instruments; • Training and development of the ability to adapt psychological assessment/psychodiagnostic tools.
Content of the module:	**Course:** **Personality and its assessment:** general considerations, assessment of personality disorders: description, instruments, assessment of personality traits relevant to psychopathology **Minnesota Multiphasic Personality Inventory (MMPI):** construction, validation scales, clinical scales, score normality conditions, MMPI 2, MMPI 2A **California Psychological Inventory (CPI):** history, objectives, composition, psychometric characteristics, administration and scoring, scales and their interpretation **Eysenck Adult Questionnaires: the Eysenck Personality Questionnaire (EPQ-R) and the Eysenck Impulsivity Questionnaire (EVI):** description, interpretation of scales, administration and scoring, psychometric characteristics, areas of applicability **NEO Personality Inventory (NEO PI-R):** history, psychometric characteristics, administration and scoring, scales and their interpretation, areas of applicability

	ZKPQ: overview, psychometric characteristics, scales, administration and scoring, interpretation of scores
	Five Factor Personality Inventory (FFPI): overview, psychometric characteristics, scales, administration and scoring, interpretation of scores
	5 Factor Personality Questionnaire (CP5F): overview, psychometric characteristics, scales, administration and scoring, interpretation of scores
	OMNI-IV personality disorders: overview, psychometric characteristics, scales, administration and scoring, interpretation of scores
	Assessment of depression and suicide risk: depression assessment definition, assessment tools, suicide risk assessment definition, purpose
	Assessment of anxiety disorders: introduction, particularities, areas covered in the assessment process, assessment of cognitive component, behavioural assessment, physiological assessment
	Assessment of addiction and substance abuse: introduction, culture of use, clinical interview with addicts, tools, assessment of motivation to change
	Eating disorders: introduction, types of disorders, common and differential features, clinical manifestations, **assessment** methods and tools
	Assessment in psychosis: introduction, assessment in adults: assessment and self-assessment tools, assessment in children and adolescents: assessment and self-assessment tools
	Seminar:
	• Personality and its assessment
	• Minnesota Multiphasic Personality Inventory (MMPI)
	• California Psychological Inventory (CPI):
	• Eysenck Adult Questionnaires: the Eysenck Personality Questionnaire (EPQ-R) and the Eysenck Impulsivity Questionnaire (EVI)
	• NEO Personality Inventory (NEO PI-R)
	• ZKPQ
	• Five Factor Personality Inventory (FFPI):
	• 5 Factor Personality Questionnaire (CP5F)
	• OMNI-IV Personality Disorders
	• Assessing depression and suicide risk
	• Assessment of anxiety disorders
	• Assessment of addiction and substance abuse
	• Eating disorders
	• Assessment in psychosis
	Bibliography:
	1. Hânză, L., (2021), *Psychodiagnosis: Course Support*, "Andrei Saguna" University, Constanta;
	2. Dafinoiu, I. Enea, V. (2017). *Psychological assessment: the clinical psychologist's handbook,* Iași: Polirom;
	3. Iliescu, D. Sulea, C., (2015), *Tratado de psihodiagnostic al personalității*, Iași: Polirom.
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSIX306	Module title: ENGLISH
Level/semester:	first level/semester IV
Professor:	Lecturer Șunda Irina
Credit hours:	**Thereof lecture hours:** 0
	Thereof practical hours: 28
	Thereof self-study hours: 72
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the basic grammatical structures of English; Accumulating and fixing vocabulary fundamentals; Develop the ability to receive written and oral messages; Develop written and oral expression skills. **Specific objectives:** Knowledge and ability to use correctly the grammatical structures studied; Knowledge and use of the vocabulary studied; Ability to express coherent, well-organised information orally or in writing and linguistically correct; Ability to decipher correctly the meaning of a text, the degree of difficulty of which is in line with the level of the course; Ability to interpret correctly the information contained in a verbal message, the degree of difficulty of which is consistent with the level of the course.
Content of the module:	**Course:** Present Simple versus Present Continuous. Past Simple (regular/irregular verbs). USED TO. Past Continuous. Present Perfect Simple. The Future - Future Simple, BE GOING TO. Revision (theory and practice) Relative Pronouns. Relative Adverbs. Possessives. BOTH, NEITHER, ALL/NONE. Modal verbs - CAN, COULD, BE ABLE TO. Modal verbs - MUST, HAVE TO, NEEDN'T. The Infinitive. TOO / ENOUGH. SOME / ANY / NO. A LOT OF / MUCH / MANY. Revision (theory and practice) General Revision (theory and practice) **Seminar:** Present Simple versus Present Continuous. Vocabulary practice. Past Simple (regular/irregular verbs). USED TO. Vocabulary practice. Past Continuous. Vocabulary practice. Present Perfect Simple. Vocabulary practice. The Future - Future Simple, BE GOING TO. Vocabulary practice. Revision (theory and practice) Relative Pronouns. Relative Adverbs. Vocabulary practice. Possessives. BOTH, NEITHER, ALL/NONE. Vocabulary practice.

	Modal verbs - CAN, COULD, BE ABLE TO. Vocabulary practice. Modal verbs - MUST, HAVE TO, NEEDN'T. Vocabulary practice. The Infinitive. TOO / ENOUGH. Vocabulary practice. SOME / ANY / NO. A LOT OF / MUCH / MANY. Vocabulary practice. Revision (theory and practice) General Revision (theory and practice) **Bibliography:** 6. Virginia EVANS, Jenny DOOLEY, Grammarway I, Ed. Express Publishing, Newbury, 2011. 7. Virginia EVANS, Jenny DOOLEY, Reading and Writing Targets 1, Ed. Express Publishing Press, Newbury, 1998. 8. L.G. ALEXANDER, Longman English Grammar, Ed. Longman Group UK Limited, London, 1994. 9. L.G. ALEXANDER, Longman English Grammar Practice, Ed. Longman Group UK Limited, London, 1991. 10. J. THOMSON, A. V. MARTINET, A Practical English Grammar, Ed. Oxford University Press, Oxford, 1994.
Examination:	Written test 40%, Oral examination 30%, evaluation of activites 30%.

Module number: PSIX307	Module title: POLITICAL PSYCHOLOGY
Level/semester:	first level/semester IV
Professor:	Prof. Seceleanu Andra
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 14
	Thereof self-study hours: 58
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** To provide the declarative and procedural knowledge necessary for the use of psychological tools in the assessment of states, emotions, behaviours of individuals in relation to the political environment. Developing a scientifically validated perspective on psychological assessment tools in political science. **Specific objectives:** Tracing currents of thought in the evolution of political psychology; Insight into explanatory paradigms in social influence and social cognition applicable to the political environment; Familiarization with the main methodological tools used in the psycho-sociological knowledge of the political environment;
Content of the module:	**Course:** Week 1/ course 1 Political psychology: the need for a psychological approach to political behaviour Week 2/ course 2 A historical approach to schools of thought in political psychology - part I Week 3/ course 3 A historical approach to schools of thought in political psychology - part II Week 4/ course 4 The individual and the state - the political dimension of individual life Week 5/ course 5 Social contract versus free will - a psychological approach to the social order Week 6/ course 6 Individual versus crowd - an analysis of political behaviour from a crowd psychology perspective Week 7/ course 7 Identity and social memory. Social representations and political behaviour. Week 8/ course 8 Political communication - the individual's right to be informed versus political propaganda Week 9/ course 9 Political discourse analysis - demagogy, populism, political programs Week 11/ course 11 Bureaucracy versus charisma in political life

	Week 12/ course 12 Political leader. Qualities, functions, role in society Week 13/ course 13 Profiling the political leader Week 14/ course 14 Synthesis on the explanation of problems in the field of political psychology **Seminar:** S1 - Introduction to the topic and requirements of the discipline - delineating the role and place of political psychology in the social sciences S2 - Explaining the evolution of political thought from antiquity to the present day S3 - Presentation of the main schools of thought in the field of political psychology S4 - A psychological approach to the role and place of the state in the life of the individual S5 - A psychological approach to social contract theory from the perspective of individual rights and freedoms S6 - Psychological studies of the role and place of the individual in the crowd S7 - An approach to political behaviour from the perspective of social memory and social representations S8 - A psychological approach to political communication S9 - Psychological studies on the role and place of demagogy and populism in political discourse S10 - A psychological approach to the role and place of elites in political life S11 - Assuming or surrendering individual freedom - bureaucracy versus charisma in political activity S12 - A psychological approach to the role and place of the political leader in the lives of individuals S13 - Methods and tools for profiling political leaders S14 - Synthesis on the explanation of political science issues using psychological theories **Bibliography:** Betea Lavinia, *Political Psychology. Individual, leader, crowd in the communist regime*, Polirom Publishing House, Iași, 2001 Le Bon Gustave, *Political psychology - the science of governance*, Antet Publishing House, Prahova, 2002 Maricuțoiu Laurențiu, *Political Psychology*, European Institute Publishing House, Bucharest, 2006 Goleman Daniel: *What it means to be a good leader*, Curtea Veche Publishing House, 2017
Examination:	Written project 40%, Oral examination 30%, evaluation of activites 30%.

YEAR III, SEMESTER 5

Module number: PSI501	Module title: PSYCHOTHERAPY 1
Level/semester:	first level/semester V
Professor:	Lecturer Aurelia Moraru, Asist.drd. Mocanu Maria Nicoleta
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Learning the main concepts, models, theories and specific strategies. Psychotherapy, Counselling and Personal Development with reference to the training and development of skills to apply a psychotherapeutic approach appropriate to the patient/client's problem in order to prevent and assist mental, psychosomatic and social adjustment disorders. **Specific objectives:** • Understand and appropriate information about the origins, history, definition and understanding of modern psychotherapy. • Knowledge, understanding and correct use of concepts specific to psychotherapy, counselling and personal development, which involves familiarity with concepts specific to the main schools of psychotherapy and mastery of methods, techniques and tools specific to the schools of psychotherapy taught. • Learning the skills to organize a psychotherapy session by conceptualizing the case and guiding the patient/client in discovering his/her own resources, action strategies and options according to his/her motivational resources. • Critical analysis of proposed solutions for organising psychological intervention. • Writing a report/essay in accordance with APA rules, respecting the psychotherapeutic approach.
Content of the module:	**Course:** **Modern psychotherapy. Sources, history and definition of psychotherapy: sources** and history of modern psychotherapy; definitions and acceptance of psychotherapy. **Classification models and branches of psychotherapy:** individual verbal psychotherapies; action-based psychotherapies: body psychotherapies; group psychotherapies; levels of consciousness psychotherapies; conditioning, learning and behavioural psychotherapies. **The requirements and beliefs of the professional psychotherapist:** forms of psychological assistance: psychotherapy, counselling, personal development - main differences; the effective therapist as a person and "presence"; the set of qualities needed by successful psychotherapists; the beliefs and actions of highly professional psychotherapists.

Common factors present in psychotherapies. The complete building of a psychotherapy school
Organisation of psychotherapy: selection of patient-clients; relationship between psychotherapy and psychopharmacology; indications and contraindications of psychotherapy.
Psychotherapy objectives and the anatomy of the psychotherapeutic act.
Sequences of psychotherapy: initial sequence (during the preparatory phase); middle or core sequence (therapeutic phase); final sequence.
Techniques and methods in psychotherapy. Psychotherapy processes.
Psychoanalysis and psychoanalytic psychotherapy: psychoanalysis - system of disciplines focused on the idea of the unconscious; general characteristics of psychoanalysis; elements of psychoanalytic psychopathology.
Self-defence mechanisms and psychic complexes.
Individual psychology and analytical psychology: Adler's contribution to the development of psychotherapy; Jungian psychoanalysis - analytical psychology; archetypes.
Post-Freudian dynamic psychotherapy: Freud and Freudian psychoanalysis; dissidents and neo-Freudians; defining psychoanalysis as psychotherapy, pros and cons.
Existential analysis and logotherapy: existential analysis and dasein-analysis; logotherapy.
Gestalt therapy: theoretical foundations of the gestalt school of therapy**;** the personality approach in gestalt therapy; the gestalt experiential cycle and the theory of personal change; the gestalt psychotherapeutic process (objectives; principles of development, methodological modalities).

Seminar:
- Presentation of the subject sheet, how the seminars will be conducted, the specific requirements (e.g. papers), the material base to be used. Discovering the evolution of the acceptance of therapy as a social response to illness. Study: Ionescu, G. (1995). Psychotherapy: Principles and Methodology. In Treatise on Medical Psychology and Psychotherapy, Ed. Asklepios, Bucharest (pp.207-230).
- Essential elements of the specific psychotherapies taught. Making a table with the students for comparative and mnemonic purposes. Study: Enăchescu, C. (2007) The field of psychotherapies. In Treatise on Psychoanalysis and Psychotherapy, Ed. Polirom, Bucharest (pp.250-245).
- Psychotherapy, Counselling, Personal Development. Study: Mitrofan, I. (2007) Common and differentiating points between psychotherapy, counselling and personal development. In Psychotherapy - Theoretical, methodological and applicative landmarks, Ed. Sper, Bucharest (pp14-17);The therapist as a person and therapeutic "presence" - efficiency and professionalism. In Psychotherapy - Theoretical, methodological and applicative landmarks, Ed. Sper, Bucharest (pp.59-76).
- Common vs. specific factors in psychotherapy. Study: Ionescu, G. (1995) Common (non-specific) factors in psychotherapy. In Treatise on medical psychology and psychotherapy, Ed. Asklepios, Bucharest (pp.215-216) and Factors of psychotherapy effectiveness in Ionescu, G., (1995), pp.323-329.

	• Criteria for the concrete implementation of patient selection. Study: Ionescu, G., (1995). Client selection for psychotherapy and the initial investigative-instructive interview. In Treatise on medical psychology and psychotherapy, Ed. Asklepios, Bucharest (pp.219-220). • Psychotherapy objectives. Study: Mitrofan, I. (2007). Objectives. In Psychotherapy - Theoretical, methodological and applicative landmarks, Ed. Sper, Bucharest (pp.25-26). • Sequences of psychotherapy. Mitrofan, I. (2007) Psychodynamic process; techniques and procedures used. In Psychotherapy - Theoretical, methodological and applicative landmarks, Ed. Sper, Bucharest (pp.87-92). • Techniques and methods of psychotherapy. Study: Enăchescu, C. (2007) Modality of psychoanalytic treatment. In Treatise on psychoanalysis and psychotherapy, Ed. Polirom, Iași, (pp.243-250). • General characteristics of psychoanalysis. Study: Enăchescu, C. (2007) Freudian analytical psychotherapy. In Treatise on Psychoanalysis and Psychotherapy, Ed. Polirom, Bucharest (pp.234-241) • Defense mechanisms vs. coping mechanisms. Study: Ionescu, Ș., (2002) Defence mechanisms. Theory and Clinical Aspects, Ed. Polirom, Iași. • 9.The presence of archetypes in people's everyday life. Study: Enăchescu, C. (2007) Complexes, archetypes and the symbolism of the soul. In Tratado de psihanaliză și psihoterapie, Ed. Polirom, Iași, (pp.85109) and http://www.soulcraft.co/essays/the_12_common_archetypes.html • The prestige of contemporary psychoanalysis. Study: Enăchescu, C. (2007) The field of psychoanalysis (current and varied), in Treatise on psychoanalysis and psychotherapy, Ed. Polirom, Iași, (pp.183-193). • Differences between dasein-analysis and logotherapy. Study: Mitrofan, I. (2005). Existential analysis or the road to meaning : Mitrofan, I. and Buzducea, D. In Experiential orientation in psychotherapy, Ed. Sper, București (pp.132-154); Frankl, V. (2018). man in search of the meaning of life, Ed. Meteor Press. • Affective and relational awareness. Study: Mitrofan, I. (2005) Frederick Perls and gestalt therapy. In Experiential orientation in psychotherapy, Ed. Sper, Bucharest, (pp.60-101). **Bibliography:** 1. Enăchescu, C., (2007) *Treatise on psychoanalysis and psychotherapy*, Ed. Polirom, Iași; 2. Ionescu, G., (1990), Psychotherapy, Ed. Științifică, București; 3. Mitrofan, I. (2005). Experiential orientation in psychotherapy, Ed. Sper, Bucharest. 4. Moraru, A., (2021), *Seminar Paper - Psychotherapy 1*, "Andrei Saguna" University, Constanta;
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI502	Module title: MEDICAL PSYCHOLOGY 1
Level/semester:	first level/semester V
Professor:	Lecturer Peptișor Cristina
Credit hours:	Thereof lecture hours: 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	Overall objective: Preparing students for clinical psychological practice by familiarizing them with the clinical/medical application areas of psychology; Building and strengthening the theoretical knowledge base necessary for clinical psychological practice. **Specific objectives:** Acquire the scientific and practical application information necessary for the use of clinical assessment methods, techniques and tools. Developing and refining skills in psychological assessment in health and illness. Fundamental and applied psychological research in clinical/medical areas.
Content of the module:	**Course:** **Introduction to medical psychology:** definition, normality and abnormality, areas of competence of medical psychology, relationship of medical psychology with other sciences. **Health status:** definition, physical and mental health, health parameters (biological, psychological, social). **Concept of illness**: definition, etiology, concept of adaptation, defense mechanisms, attitude of the sick person to illness, conceptual models of illness. **Psychoneuroimmunology (PNI):** definition, role of the immune system, changes in the immune system, stress and disease. **Theory and methodology of medical psychology:** general characteristics, clinical methods, clinical tests and scales, projective methods. **Biological and psychosocial bases of human behaviour. Applications in medical psychology:** Elements of behavioural genetics; Psycho-behavioural factors with implication in somatic and mental pathology**. **Language and communication in clinical psychological practice:** general principles of communication, disruptive factors of communication, elements of clinician-patient psychologist relationship, specialization of brain hemispheres. **Drug psychology and the Placebo effect. Therapeutic compliance:** definition, forms of Placebo phenomenon, nocebo and pseudoplacebo effect, factors on which Placebo effect depends, variables. **Clinical child psychology (child psychology):** specifics of child psychology, competences of the child psychologist, child psychological assessment, mistakes in clinical assessment.

Clinical psychological assessment and intervention in cases of abuse: definition of abuse, types of abuse, parameters of the psychological assessment process in cases of abuse, assessment of child credibility.
Medical psychology and psychosomatic medicine: psychosomatic minigloss, etiology of psychosomatic diseases, psycho-affective component in disorders of vegetative functions.
Mental disability: definition, classification, specific features of mental deficiency, specific features of mental processes and functions.
Neuropsychology: object of study, areas of applicability, neuropsychological examination and testing, neuropsychological exploration of cognitive disorders following brain injury.
Neuromotor disability psychology: definition of disability, categories of disability, central motor neuron diseases, peripheral motor neuron diseases.

Seminar:
Introductory seminar: presentation of the subject sheet, how the seminars will be conducted, specific requirements (e.g. papers), the material base to be used. Presentation of the criteria for writing an undergraduate thesis.
Interactive seminar, MMSE test application.
Practical application: example of how to carry out an examination.
Practical application: interactive seminar through the construction of a questionnaire on a topic of your choice.
Practical application: experimental design.
Practical application by analysing a written document (letter, diary).
Practical application of the conversation method and an example of how to construct a structured interview with a topic of your choice.
Practical application, example of how to make an observation grid.
Practical application: content analysis of a metaphor story.
1Practical application: administering a personality assessment test in order to learn the skills of operating with this measurement tool.
Carrying out the case study design. Practical application through the example of a case study.
Practical application: graphological analysis of the mentally retarded; examples on various case studies.
Practical application: presentation of the means of recovery of various neurological deficits.
Recap.

Bibliography:
1. Antemir C.L. (2016), *Course Notes Medical Psychology*, "Andrei Saguna" University, Constanta, 2016;
2. Băndilă A., Rusu C. (1999), *Handicap and readaptation - selective dictionary,* Pro Humanitate Publishing House, Bucharest;
3. Cross, J., Gleitman, G., Reisberg, D. *Psychology*, Eight Edition, New York-London;
4. David, D. (2006), *Clinical Research Methodology. Fundamente*, Editura Polirom, Iasi;
5. Dindelegan, C. (2012), *Psychopathology and Clinical Psychology*, European Institute Publishing House, Iasi.
6. Franz A. (2008), *Psychosomatic Medicine*, Three Publishing House, Bucharest;
7. Iamandescu I.B. (2010), *Manual of Medical Psychology*, Infomedica Publishing House, Bucharest.

	8. Iamandescu, I.B. (1999), *Elemente de psihosomatica generale şi aplicada*, Editura Infomedica, Bucuresti; 9. Ionescu, G. (1999), *Tratado de Psihologie Medicală şi Psihoterapie*, Trei Publishing House, Bucharest; 10. Mayou, R., Sharpe, M., Carson, A., (2003), *ABC of Psychological Medicine*, BMJ Books; 11. Mitrofan, I. (coord.), (2001), *Child psychopathology, psychotherapy and counselling. Abordare experienţială*, SPER Publishing House, Bucharest; 12. Mitrofan, I., (2008), *Psychotherapy (Theoretical, methodological and applicative landmarks)*, SPER Publishing House, Bucharest; 13. Montreuil, M., Doron, J. (coord) (2009), *Tractate of Clinical Psychology and Psychopathology*, Editura Trei, Bucharest; 14. Ogden, J. *Health Psychology*, Third Edition, New York; 15. Thomas G. Plante (2005), *Cont emporary Clinical Psychology*, 2nd ed., John Wiley & Sons, Inc, Hoboken, New Jersey. 16. Thomas, J.C., Hersen, M. (2010), (Eds.),*Handbook of Clinical Psychology Competencies*, Springer Science-Business Media, New York;
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI503	Module title: SOCIAL PSYCHOLOGY 1
Level/semester:	first level/semester V
Professor:	Prof. Stăiculescu Ana Rodica, Asist.drd. Tutuianu Mirela
Credit hours:	**Thereof lecture hours: 28**
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Enriching students' knowledge with complex and in-depth studies of man, the world he lives in and the highly complex relationships between people and between people and society. **Specific objectives:** • Interpretation of social phenomena using the conceptual apparatus specific to social psychology. • Familiarize students with the fundamental concepts and themes of individual social behaviors: altruism, aggression, prejudice, social perception, social cognition, attitudes and evaluation of the social environment, social identity, interpersonal attraction, and, closely related to these themes, which are socially determined, the specific cultural contexts in which they occur. • To provide students with that knowledge of psychosociology which is of great practical use in their main activities.
Content of the module:	**Course:** **Introductory elements:** the object of social psychology; social psychology and related fields; a brief history of social psychology. **The social self: sources and forms of self-knowledge:** Introspection; Self-perception; Influence of others; Autobiographical memories. **Social self. Self-esteem:** Self-reflexivity; Mechanisms of oversizing the self; Social comparison with inferior individuals; Convenient self-perceptions; Self-handicapping; Vicarious glory; Externalizing the self; Types of externalization; Strategic externalization; Self-checking. **Social perception.** Elements of social perception: Observation: people, situations, behavioural cues; Attribution: from elements to dispositions. Attribution theories: Heider's theory; Corresponding inference theory; Covariation theory. **Social perception.** Elements of social perception: Integration: from moods to impressions; Confirmationist tendencies: from impressions to reality. **Perception of groups:** Stereotypes; mechanisms of their formation, maintenance and extinction. Prejudices; mechanisms of their formation, maintenance and extinction. Common types of stereotypes and prejudices found in the social landscape. **Perceptions of groups:** sexism; racism; effects of stereotypes and prejudice on stigmatised people.

	Social Cognition: Cognition in psychology; Cognition in social psychology; What is beyond cognition? **Attitudes:** Properties of attitudes; Functions of attitudes; Link between attitudes and behaviour. **Attitudes.** Ways of changing attitudes: persuasive communication; routes of persuasion; factors influencing response to persuasion; self-persuasion; self-affirmation theory; self-perception theory; cognitive dissonance theory; facade consistency theory. **Attitude change:** the Aiper effect; Equilibrium theory; Reaction theory. **Social influence:** compliance; compliance. **Social influence:** obedience; social influence as a continuous process. **Rumours and resistance to rumours:** Elements of rumor theory; Types of rumors and rumor control. **Seminar:** - Relations of social psychology with other sciences; importance of studying social psychology. - Observation of how self-reporting and self-impression formation. - Positive and negative in the social self. - Essential elements of observation: nonverbal and paraverbal manifestations. - Insights into stereotype formation. - Identify own gender stereotypes and ethnic stereotypes. - Current racism and models for combating it. - Identifying elements of social cognition. - Measuring attitudes: direct and indirect measures; attitude measurement indicators. - Consistency and cognitive dissonance. - Practical ways to change attitudes. - Differences in factors determining conformity. - Social impact theory - Analysis of the examination subjects and the assessment method. **Bibliography:** 1. Chelcea, S. (2008), *Psychosociology*, Bucharest: Editura Polirom; 2. Frățiman, L., (2011) *Lecture Notes - Social Psychology*, "Andrei Șaguna" University, Constanta; 3. Neculau, A. (ed.) (2003), *Handbook of Social Psychology*, Polirom Publishing House, Iasi. 4. Stăiculescu Ana Rodica, (2021), Lecture notes (ppt).
Examination:	Written project 70%, evaluation of activities 30%.

Module number: PSI504	Module title: EDUCATIONAL PSYCHOLOGY
Level/semester:	first level/semester V
Professor:	Lecturer Peptișor Cristina
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The use of psychological concepts and theories in the analysis and interpretation of processes, phenomena and behaviours involved in education. Learning the main concepts, models and theories specific to educational psychology necessary for the different modalities of psychosocial intervention in education. Understanding and explaining the evolution of the field of educational psychology over time and working with specific concepts (evolution of educational psychology as a science, methods of educational psychology, educational environment, etc.); Understanding the psychological significance of the educational situation, the hypostases and conditions of school learning with all its components and interactions; Knowledge of psychological mechanisms and psychosocial factors influencing the educational act or the psychosocial field of education; Show interest in understanding and explaining scientifically correct processes and phenomena encountered in the educational context. Knowledge and application of the code of ethics for psychologists working in educational institutions Correct use of the conceptual apparatus specific to educational sciences. Argue the importance of carrying out specialist practice in interdisciplinary professional contexts. Identify effective strategies for adaptation and collaboration with representatives of institutions/centres providing educational services. Analysis of the organisational and operational structures of institutions/practice centres. Carrying out comparative analyses of projects and strategies developed by institutions providing educational services (public institutions for guidance, control; NGOs, associations, foundations, etc.). Practising the application of methodologies specific to the activities in the institutions/practice centres. Develop skills to critically examine projects, programmes and documents designed and implemented in different institutions. Identify opportunities for volunteering in institutions providing educational services. Application of specific curricular practices for professional and personal development.

	Specific objectives: Upon successful completion of this subject, students will be able to: ● Describes theoretical models of learning, the processes and psychological phenomena involved in this complex human activity; ● Explain the foundations and psychological mechanisms of phenomena specific to the educational act; ● Analyze the psychological causes of problematic educational situations; Use psychological knowledge for prevention and appropriate intervention in concrete school situations The nature and status of educational psychology Psycho-educational research methods and techniques Models of learning and their involvement in education Motivation in learning activity Didactic communication The psychological dimension of teacher preparation Education and socio-human and socio-moral development Cognitive development - psychoeducational implications Family structures and phenomena with psycho-educational effect in the school field School success versus failure Violence in the school environment Education counselling milestones
Content of the module:	**Course:** **INTRODUCTION -** THE IMPORTANCE OF STUDYING EDUCATIONAL PSYCHOLOGY **THE NATURE AND STATUS OF EDUCATIONAL PSYCHOLOGY** Definition and functions The focus of educational psychology Related areas of educational psychology **PSYCHOEDUCATIONAL RESEARCH METHODS AND TECHNIQUES** Psychological observation The scientific experiment in educational psychology Phenomenological analysis method **MODELS OF LEARNING AND THEIR INVOLVEMENT IN EDUCATION** Learning - definitions, forms, conditions Patterns of learning **MOTIVATION IN LEARNING ACTIVITY** Motivation and performance; Motivation in a school context; Strategies to boost student motivation. **DIDACTIC COMMUNICATION** The concept of human communication; Conceptual delimitations: didactic communication - educational communication; Persuasion and persuasion in teaching communication; Teaching communication bottlenecks. **THE PSYCHOLOGICAL DIMENSION OF TEACHER TRAINING** Teaching skills, tact and competence Educational styles **EDUCATION AND SOCIO-HUMAN AND SOCIO-MORAL**

DEVELOPMENT
Paradigm of educability;
Human development: concepts, theories, psychoeducational values
Piaget's concept of moral development
L. Kohlberg's conclusions on moral judgment
COGNITIVE DEVELOPMENT - EDUCATIONAL IMPLICATIONS
General principles of cognitive education;
Cognitive stadiality;
Cognition and metacognition
STRUCTURES AND FAMILIES WITH A PSYCHO-EDUCATIONAL EFFECT IN THE SCHOOL FIELD
Family involvement in the education process
Cultural level and psychosocial climate within the family
Socio-educational requirements of the family
SCHOOL SUCCESS VERSUS SCHOOL FAILURE
School success and performance
Conditions and strategies for school success
Factors of school failure
Didactic evaluation
VIOLENCE IN THE SCHOOL ENVIRONMENT
Violence and aggression - criteria for differentiation;
Causes of violence in schools;
Preventing and containing violence in the school environment
MILESTONES OF EDUCATIONAL COUNSELLING
Vocational counselling and career guidance.
School and career guidance
Psycho-socio-genetics of career aspirations and choices
Summary review, preparation for the final exam

Seminar:
INTRODUCTION - THE IMPORTANCE OF STUDYING EDUCATIONAL PSYCHOLOGY
THE NATURE AND STATUS OF EDUCATIONAL PSYCHOLOGY
Definition and functions
The focus of educational psychology
Related areas of educational psychology
PSYCHOEDUCATIONAL RESEARCH METHODS AND TECHNIQUES
Psychological observation
The scientific experiment in educational psychology
Phenomenological analysis method
MODELS OF LEARNING AND THEIR INVOLVEMENT IN EDUCATION
Learning - definitions, forms, conditions
Patterns of learning
MOTIVATION IN LEARNING ACTIVITY
Motivation and performance;
Motivation in a school context;
Strategies to boost student motivation.
DIDACTIC COMMUNICATION
The concept of human communication;
Conceptual delimitations: didactic communication - educational communication;

| | Persuasion and persuasion in teaching communication;
Teaching communication bottlenecks.
THE PSYCHOLOGICAL DIMENSION OF TEACHER TRAINING
Teaching skills, tact and competence
Educational styles.
EDUCATION AND SOCIO-HUMAN AND SOCIO-MORAL DEVELOPMENT
Paradigm of educability;
Human development: concepts, theories, psychoeducational values
Piaget's concept of moral development
L. Kohlberg's conclusions on moral judgment
COGNITIVE DEVELOPMENT - EDUCATIONAL IMPLICATIONS
General principles of cognitive education;
Cognitive stadiality;
Cognition and metacognition
STRUCTURES AND FAMILIES WITH A PSYCHO-EDUCATIONAL EFFECT IN THE SCHOOL FIELD
Family involvement in the education process
Cultural level and psychosocial climate within the family
Socio-educational requirements of the family
SCHOOL SUCCESS VERSUS SCHOOL FAILURE
School success and performance
Conditions and strategies for school success
Factors of school failure
Didactic evaluation
VIOLENCE IN THE SCHOOL ENVIRONMENT
Violence and aggression - criteria for differentiation;
Causes of violence in schools;
Preventing and containing violence in the school environment
MILESTONES OF EDUCATIONAL COUNSELLING
Vocational counselling and career guidance.
School and career guidance
Psycho-socio-genetics of career aspirations and choices
APPLICATIONS

Bibliography:
1. Antemir C. (2017), *Educational psychology* (course support). Psychology III, "Andrei Saguna" University;
2. Neacșu, I., (2010), *Introduction to the Psychology of Education and Development*, Polirom Publishing House, Iasi;
3. Sălăvăstru, D., (2004), *Psihologia educației*, Editura Polirom, Iași.
4. Charhay, M., (2009), *Psychology of Education, Trei Publishing House, Bucharest, Romania.* |
| **Examination:** | Written test 70%, evaluation of activities 30%. |

Module number: PSI505	Module title: WORK PSYCHOLOGY
Level/semester:	first level/semester V
Professor:	Lecturer Șunda Irina
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Students will learn to identify, describe and analyse the main techniques and processes involved in the field of study. In this way, they will be able to identify and/or apply the content learnt. The course will involve a minimum amount of reading in order to familiarise yourself with the main theoretical concepts. The seminar is built around practical applications, involving individual and team work. **Specific objectives:** • Familiarization with the theoretical and practical-applicative fundamentals related to the field of study. • Identify own level related to certain skills essential to the field of study. • Learning the skills to successfully use certain techniques related to the field of study.
Content of the module:	**Course:** **Introduction to work psychology**: Introductory concepts; Subject matter of work psychology; Brief history of work psychology **Relations of occupational psychology with other branches of psychology:** the profession of psychologist in the field of occupational psychology: functions, psycho-professionalism. **Qualitative methods of work analysis**: observation; interview; questionnaire; job-specific documents. **Quantitative methods of job analysis**; functional job analysis; job inventory method; job item method; job analysis questionnaire; sources of error in job analysis. **Job-oriented work analysis**: work task-oriented work analysis. **Job holder-oriented work analysis**: fundamental components. **Psychological personnel selection:** fundamental concepts in psychological selection; predictors used in personnel selection; modern trends in personnel selection. **Assessing job performance**: usefulness; behavioural dimensions of performance; assessment methods; contemporary trends. **Work adaptation:** work adaptation theory; counterproductive work behaviours. **Motivation for work:** nature of human motivation; motivational theories. **Professional demand and fatigue:** stress and demand; forms of fatigue;

burnout syndrome.

Accidents at work: analysis of human error; analysis of accidents at work.

The role of the psychosocial work environment: the work group; interpersonal relationships; methods and techniques of work group knowledge.

Intercultural aspects in work psychology: definition of culture and objectives of the intercultural approach in work psychology; intercultural implications of the human-machine relationship.

Seminar:
- Introductory seminar: presentation of the subject sheet, how the seminars will be conducted, the specific requirements, the material base to be used
- The profession of psychologist in the field of occupational psychology: functions, psycho-professiogram.
- Qualitative methods of work analysis
- Quantitative methods of labour analysis
- Job-oriented work analysis: work task analysis
- Job holder-oriented work analysis: fundamental components
- Modern trends in recruitment
- Contemporary trends in performance appraisal
- Counterproductive work behaviours
- Theoretical motivational models
- Exhaustion syndrome
- Analysis of human error and occupational accidents
- The role of the psychosocial work environment
- Intercultural implications of the human-machine relationship

Bibliography:
1. Bogathy, Z. (2004), *Manual de psihologia muncii şi organizaţională*, Editura Polirom, Iași;
2. Bogathy, Z. (2002), *Introduction to Work Psychology*, Tipografia Universității de Vest, Timișoara;
3. Pânișoară, G. (2009), *Applied Organizational Behavior. Aspecte de psihologie managerială*, University of Bucharest Publishing House, Bucharest;
4. Pitariu, H. (2000), *Human Resource Management: Evaluating job performance*. Editura All, Bucharest;
5. Pitariu, H. (2003), *Job description design, job evaluation and staff appraisal*. Irecson Publishing House, Bucharest.
6. Popa, M. (2008), *Introduction to Work Psychology*, Polirom Publishing House, Iasi;

Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSIX506	Module title: SPORTS PSYCHOLOGY
Level/semester:	first level/semester V
Professor:	Lecturer Bentu Doinița
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 69
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Knowledge and understanding of the concepts and complex issues of sport psychology, understanding of the essential and psycho-behavioral principles of sport and physical exercise, as well as analysis of the cognitive-affective and educational processes of the person engaged in physical and sports activity, his/her behavior, description of the athlete's motor manifestation in the context of training, and understanding of aspects related to the development of sports performance through the use of mental training. The seminar is built around practical applications, involving individual and team work. **Specific objectives:** - Appropriate use of concepts and explanatory models specific to sport psychology in the complex act of assessing and analyzing human personality from the perspective of sport performance. - To make use of previously acquired knowledge and skills in psychology in a particular field of application (within the disciplines of general psychology, personality psychology, social psychology, age psychology, psycho-diagnosis, etc.). - Familiarisation with the most important assessment methods and techniques used in sport psychology. - Knowledge of training strategies in attentional processes, attributional style and stress and anxiety management. - Knowledge and appropriate use of theories of motivation in sport and consideration of individual differences. - Knowledge of the role of the sport psychologist from a practical as well as a scientific perspective.
Content of the module:	**Course:** **The field of sport psychology**: definition of sport; definition and role of sport psychology; history of the development of sport psychology. **The role of the sport psychologist:** psychological support; framework for illustrating the role of the sport psychologist; psychological assistance and counselling. **Psychology of sport performance:** the concept of sport performance; psychological factors of sport performance; models of sport performance; mental capacity and sport performance. **Personality and sport behaviour**: Personality and sport choice; Personality traits according to sport performance level; Mental power; Attentional style;

Situational and interactional approach in sport.

Motivation in sport: intrinsic and extrinsic motivation in sport activities; Motivation and self-confidence; Motivational climate; Motivational optimum.

Aggression in sport: definition of aggression in sport; causes of aggression in sport; training to prevent aggressive reaction; intervention strategies to control aggression.

Attitudes in sport: the nature of attitudes; the formation of attitudes towards sport; attitudes towards competition; attitudes towards sport and sporting behaviour.

Anxiety, activation level and stress: Defining Anxiety and Activation in Sport; Strategies for Decreasing Activation; Strategies for Increasing Activation; Stress in Sport .

Emotional control in performance sport: Emotions and sport performance; Causes of emotional response; Controlling emotional reactions; Emotional control strategies.

The role of the coach in the training of the performance athlete: the coach-athlete relationship; the phases of the mental skills training program; the development of the coach-athlete relationship; the coach as a conflict mediator .

Mental imagery in performance sport: mental practice in sport; characteristics of effective imagery; use of mental imagery in sport; mental training.

Children, teenagers and sport: Cognitive development and sport practice; Social development in sport practice; Psychomotor development and sport practice.

Mental preparation for competition: Definition of competition; Functions of competitions; General mental preparation for competition; "Preparation states" as specific attitudes towards competition; Emotional states of the athlete in competition.

Group dynamics in sport: Group development theories; Typology of sport groups; Cohesion and efficiency of sport groups; Leadership of sport groups.

Seminar:
- Introductory seminar: presentation of the course outline, how the lectures and seminars will be conducted, specific requirements (e.g. papers), the material base to be used.
- Discuss the role of the sports psychologist in different competitive situations.
- Distribution of assignments for a report and scheduling their submission on the online platform. Presentation of the criteria for writing a report.
- Personality theories: differentiating athletes from non-sportsmen and differentiating successful athletes from unsuccessful ones.
- Attributional training.
- Written assessment of knowledge acquired.
- The difference between anxiety, activation and stress.
- Suggestions for reducing aggression in sport, taking into account the factors that cause it.
- Imaginative skills training; a programme for developing mental imagery.
- Flow status and sports performance.

	- Telic *vs.* paratelic dominance in choosing a sport. - Synthesis of the material taught, clarifications on how to carry out the final projects. **Bibliography:** 1. Bentu, D. (2021), *Sport Psychology - Course Support*, Constanta: "Andrei Saguna" University. 2. Bull, S. (2011), *Sport psychology - a guide for performance optimization*, Bucharest: Editura Trei. 3. Crăciun, M. (2008), *Sport Psychology*, Cluj-Napoca: Editura Risoprint. 4. Epuran, M., Holdevici, I., Tonița, F., (2008), *Performance Sport Psychology. Theory and practice*, Bucharest: Editura FEST. 5. Holdevici, I. (2010), *The Psychology of Success. Autosuggestion and relaxation*, Bucharest, University Publishing. 6. Crăciun, M. (2014), *Sport psychology for coaches*, Cluj-Napoca: Editura Risoprint. 7. Epuran, M., Holdevici, I., Tonița, F., (2008), *Performance Sport Psychology. Theory and practice*, Bucharest: Editura FEST. 8. Predoiu, R. (2016), *Sport psychology - maximizing sport performance*, Bucharest: Editura Polirom.
Examination:	Written test 70%, evaluation of activities 30%.

YEAR III, SEMESTER 6

Module number: PSI601	Module title: PSYCHOTHERAPY 2
Level/semester:	first level/semester VI
Professor:	Lecturer Aurelia Moraru, Asist.univ.drd. Mocanu Maria Nicoleta
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 77
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** • Learning the main concepts, models, theories and strategies specific to Counselling Psychotherapy and Personal Development with reference to the training and development of skills to apply a psychotherapeutic approach appropriate to the patient/client's problem in order to prevent and assist mental, psychosomatic and social adjustment disorders. **Specific objectives:** • Knowledge, understanding and correct use of concepts specific to psychotherapy, which involves familiarity with concepts specific to the main schools of psychotherapy and the acquisition of methods, techniques and tools specific to the schools of psychotherapy taught. • Learning the skills to organize a psychotherapy session by conceptualizing the case and guiding the patient/client in discovering his/her own resources, action strategies and options according to his/her motivational resources. • Critical analysis of proposed solutions for organising psychological intervention. • Writing a report/essay in accordance with APA rules, respecting the psychotherapeutic approach.
Content of the module:	**Course:** **Client-centered Rogerian psychotherapy**: the particularity of client-centered psychotherapy; the role of the psychotherapist in non-directive psychotherapy; characteristic changes in the therapeutic process; client-centered therapy techniques. **Cognitive-behavioural psychotherapy:** history; definitions; therapy techniques; applications of cognitive-behavioural therapy; how it is carried out. **Cognitive psychotherapy:** origins and history; definitions; relationship of cognitive theory to the pathogenesis of depressive disorder; therapeutic process; indications and contraindications of cognitive therapy. **Art therapy**: definition; history and conceptual development; applications; how to do it. **Dramatic psychotherapies:** definition of psychodrama; history of psychodrama; details of psychodrama; principles of psychodrama; technical-methodological aspects of psychodrama; roles in psychodrama; types of

psychodrama.

Psychotherapy by suggestion and hypnosis -Ericksonian therapy: history of hypnotherapy; definition of hypnosis and hypnotherapy; hypnosis therapy; induction of trance; deepening of trance; therapeutic intervention in the hypnotic trance state itself.

Brief goal- and solution-focused psychotherapies: fundamental principles of solution-focused therapy; characteristics of a well-defined goal; the solution-focused therapeutic interview.

Neuro Linguistic Programming (NLP): introduction; defining NLP; goal setting; rapport in NLP; sensory systems; NLP techniques: neurological alignment, 6-step reframing, modeling excellence, lifeline**.**

Transactional analysis (TA): introduction and definition of TA; ego states (PAC model); the dramatic triangle: Rescuer-Victim-Persecutor; strokes or units of recognition we give to and receive from others; racket emotions or false emotions behind which authentic emotions not allowed by the life script are hidden; autonomy or freedom from the script by regaining spontaneity, awareness and intimacy.

Unification Therapy - a new experiential psychotherapy: premises and conceptual clarifications; E.U and T.U or from Unification Experience to Unification Therapy; holistic and differential aspect of experiential unification psychotherapy**;** methodological specifics in Unification Therapy; methods and techniques of personal, interpersonal and transpersonal exploration and restructuring.

Transpersonal psychotherapy (TP): introduction; definition of the method; objectives of TP; from personal development to transpersonal development; Palo Alto Institute of Transpersonal Psychology and William James Research Center; transpsychic spiritual development: spirit, self, extended and multidimensional consciousness.

Group psychotherapy: chronological microhistory of group psychotherapy; definition of group therapy; therapeutic specifics: therapeutic activities, phenomena and factors; organization of the therapeutic group: selection of patients for group psychotherapy, preparation of patients for group psychotherapy, composition, structure and functioning of the therapeutic group; functioning of the therapeutic group.

Seminar:
- Presentation of the subject sheet, how the seminars will be conducted, the specific requirements (e.g. papers), the material base to be used.
- Cognition-behaviour relationship.
- Awareness of irrational thoughts.
- Self-portrait - my present and future self.
- Roles in psychodrama
- "Luck, bad luck, who knows"?
- Characteristics of a well-defined goal; Solution-focused therapeutic interview.
- 6 reframing steps
- The dramatic triangle: Rescuer-Victim-Persecutor.
- Exercise "The Wall"
- Spirit, Self, extended and multidimensional consciousness.
- The silent customer.

Bibliography:

| | 1. Berne, E., (2011), *Transactional analysis in psychotherapy*, ed. Trei, Bucharest;
2. Dafinoiu, I., Vargha, J, L., (2005), Goal and Solution Focused Brief Psychotherapies, Ed. Polirom, Iași;
3. Dryden, W., (2010), *Handbook of Individual Therapy*, ed. Polirom, Bucharest;
4. Dryden, W., DiGiuseppe, R., (2003), *A guide to rational-emotive and behavioural therapy*, ed. ASCR, Cluj-Napoca;
5. Holdevici, I., (2005), *Cognitive Behavioural Psychotherapy*, Medical Sciences Publishing House, Bucharest;
6. Ionescu, G., (1995), *Treatise on Medical Psychology and Psychotherapy*, Ed. Asklepios, Bucharest;
7. Mitrofan, I. (2005), *Experiential orientation in psychotherapy*, Ed. Sper, Bucharest.
8. Mitrofan, I. (2007), *Psychotherapy - Theoretical, methodological and applicative landmarks*, Ed. Sper, Bucharest.
9. Moraru, A., (2022), *Seminar Paper - Psychotherapy1*, "Andrei Saguna" University, Constanta;
10. Moraru, A., (2022), *Course Support - Psychotherapy 2*, "Andrei Saguna" University, Constanta;
11. Yalom, D.I., Leszcz,M., (2013), *Treatise on group psychotherapy*, Ed. Trei, Bucharest. |
| **Examination:** | Written test 70%, evaluation of activities 30%. |

Module number: PSI602	Module title: COGNITIVE PSYCHOLOGY
Level/semester:	first level/semester VI
Professor:	Lecturer Aurelia Moraru
Credit hours:	**There of lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 77
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** The acquisition of fundamental theoretical notions specific to cognitive psychology, which is materialized by the formation of a detailed picture of the human cognitive system and its subsystems and which allows the student to approach psychological and behavioral phenomena from the perspective of informational mechanisms. **Specific objectives:** • Appropriate use of concepts and knowledge specific to cognitive psychology in the act of "x-raying" the human psyche from a cognitive-informational perspective, as well as their integration into the cognitive-behavioral therapy approach; • Knowledge and use of the various contents, paradigms, principles and approaches of cognitive psychology, in an attempt to integrate it systematically into multidisciplinarity (neuroscience, artificial intelligence and psycho-cybernetics, philosophy, linguistics, psychotherapy, anthropology); • Cultivating professional ethics and deontology in the conduct of scientific research and the exploitation of its results.
Content of the module:	Course: **Cognitive psychology in the context of cognitive sciences:** conceptual delimitations and meanings; history and evolution of cognitive sciences; research methods of cognitive psychology; paradigms and metaphors in cognitive psychology. **Cognitive development:** maturation of cognitive processes"; Jean Piaget's theory of cognitive development. **Problems of perception and neurovisual information processing:** general aspects of the neurobiology of visual information processing; primary processing of visual information; object recognition - secondary processing of visual information. **Visual attention:** general aspects of attention; neuro-physiology of attention; shaping attention; attention and behaviour; cognitive unconsciousness. **Categorisation:** functions of categorisation; similarity modelling; mental representation of categories; implicit learning and categorisation. **Mental imagery:** conceptual delimitations; classifications; terminology; characteristics of mental images; imagistic memory; mental image processing. **Memory (I):** basic memory processes**;** memory characteristics**;** sensory memory; cognitive memory; episodic memory and semantic memory; short-

term memory; long-term memory; explicit memory versus implicit memory; forgetting-particularities in cognitive psychology.

Knowledge representation and organisation: Tversky's axiom; symbolic models of the knowledge base; connectionist modelling of the knowledge base.

Thinking : psychological characterization of thinking; sides of thinking; basic units of thinking**;** informational side and operational side**;** complex conceptual structures; types of thinking; conceptualization; comprehension; phases, stages, main solving processes, criteria for customizing solving behaviors, degree of difficulty of problems; creativity and characteristics of creative people

Decision-making behaviour and problem solving: normative and descriptive models of decision-making; schemes and strategies involved in decision-making behaviour; prototypicality of alternatives; accessibility of alternatives.

Elements of psycholinguistics: communication systems and properties of human language; basic elements of psycholinguistics; language and geographical context; language and psycho-individual context; language and discourse context; discourse structure.

Architecture of the human cognitive system: methodological constraints; ACT* and SOAR; outline of a new cognitive architecture.

Seminar:
- Presentation of the subject sheet, how the seminars will be conducted, the specific requirements (e.g. papers), the material base to be used.
- Pros and cons: cognitive psychology - fad versus perspective approach. Open discussion on the future of cognitive science in the context of the new information millennium.
- Optical illusions - mechanisms and applications.
- The perceived world versus the conceived world. The pros and cons of subliminal messages.
- Identify the prototypes of a class/category. Analysis of examples of encoding experience in categories.
- Mental image processing,
- Exceptional memory and the challenges of neuroscience.
- Identifying memory impairment and prospects for its rehabilitation in cognitive psychology.
- Advantages and limitations of hierarchical models of knowledge representation. NLP or the psychology of success and its relation to cognitive psychology.
- What differentiates experts from other people? How can we improve our problem-solving skills? Why do people sometimes think illogically?
- Characteristics of creative people.
- Examples from personal experience illustrating expected value and usefulness.
- The Skinner - Chomsky controversy: who is right and how right?
- The future of cognitive science: fiction or psycho-cybernetic avant-garde for the 22nd century - Topic for reflection and analysis: how far we are from implementing decision making in artificial intelligence.

Bibliography:
1. Anderson, J. R. (2000). *Cognitive psychology and its implications* (5th

	Ed.), New York: Worth; 2. Miclea, M. (1999), *Cognitive Psychology*, Polirom Publishing House, Iasi; 3. Miclea, M. (2003), *Cognitive Psychology. Modele Teoretico - Experimentale*, 2nd edition, Polirom Publishing House, Iași. 4. Moraru, A. (2022) *Seminar Paper - Cognitive Psychology,* "Andrei Saguna" University, Constanta; 5. Moraru, A. (2022), Lecture Notes - *Cognitive Psychology*, Faculty of Psychosociology; "Andrei Saguna" University, Constanta; 6. Oprea, A. (2000), *The Cognitive Unconscious*, Polirom Publishing House, Iasi; 7. Rusu, Elena Claudia, (2007), *Cognitive Psychology*, Publishing House of the Romania of Tomorrow Foundation, Spiru Haret University, Bucharest; 8. Sternberg, R. J. (2003), *Cognitive Psychology* (Third Ed.), Belmont, CA: Wadsworth; 9. Zlate, M. (2006), *Psychology of Cognitive Mechanisms*, 2nd edition, Polirom Publishing House, Iasi.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSI603	Module title: SOCIAL PSYCHOLOGY 2
Level/semester:	first level/semester VI
Professor:	Prof. Stăiculescu Ana Rodica, Asist.drd. Tutuianu Mirela
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 77
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Enriching students' knowledge with complex and in-depth studies of man, the world he lives in and the highly complex relationships between people and between people and society. **Specific objectives:** • Interpretation of social phenomena using the conceptual apparatus specific to social psychology. • To familiarize students with the fundamental concepts and themes of individual social behaviors: altruism, aggression, prejudice, social perceptions and representations, attitudes, evaluation of the social environment, social identity, interpersonal attraction, and, closely related to these themes which are socially determined, the specific cultural contexts in which they occur. • To provide students with that knowledge of psychosociology which is of great practical use in their main activities.
Content of the module:	**Course:** **Group dynamics:** - Social facilitation; - Social laziness; - Unified theory of social facilitation and laziness; - De-individualization; - The role of the environment in the phenomenon of deindividualisation **Group processes and phenomena:** - Conditions for joining the group; - Stages of evolution of groups; Roles and norms; - Group cohesion; Group polarisation; - Behavioural symptoms of groupthink **Group dynamics:** - Group performance and the nature of the group task; - Factors contributing to the resolution of social dilemmas; - Factors that can intensify a conflict; - Negotiation - conflict resolution factor **Affiliation, attraction, love:** - Need for affiliation: causal mechanisms; - Loneliness - a feature of social interaction; - Situational influences on interpersonal attraction: proximity, simple

exposure effect; physical attractiveness

Affiliation, attraction, love:
- Relational factors of interpersonal attraction: similarity, matching and complementarity, reciprocity, accessibility

Affiliation, attraction, love:
- Close relationships, typologies, exchange and communion relationships;
- Styles of attachment; types of love: passionate, companionate

Social representations and prosocial behaviour:
- Social representations: fundamental processes: objectification and anchoring;
- Functions of social representation; Forms of manifestation of social representations;
- Prosocial behaviour; motivational factors of prosocial behaviour: 'selfish gene', mutual altruism, cooperative group

Pro-social behaviour:
- Motivational factors of prosocial behaviour: rewards and excesses: rewards of kindness, cruelty of excess kindness;
- Altruism and selfishness: empathic altruism hypothesis, selfish alternatives.

Pro-social behaviour:
- Situational influences on prosocial behaviour: apathetic crowd, noticing an unusual event; interpreting the event as an emergency, taking responsibility, deciding how to act, helping, where we live, time pressure

Pro-social behaviour:
- Emotional factors involved in prosocial behaviour: good mood - stimulant of generosity; negative emotions;
- Personal factors in prosocial behaviour: personality, morality, empathy;
- Reactions to prosocial behaviour: asking for help, encouraging, threatening

Aggression; Social groups
- Aggression: forms; theories on the origin of aggression; factors influencing aggression;
- Social groups: definition, types, functions, structure

Leadership and group performance
- Leadership; group psychosocial climate; group conflicts;
- Group performance.

Seminar:
- Social facilitation and laziness. Deindividualization
- Stages of evolution of groups
- Cultural assumptions about group dynamics and conflict negotiation.
- Need for membership
- Summary
- Interpersonal attraction factors
- Determining attachment style
- Pro-social behaviour and the "selfish gene"
- Altruism and selfishness in acts of charity.
- Seminar: the role of personality in prosocial behaviour

	• Seminar: The role of age, gender, social status and other social variables in the demand and supply mechanism of aid. • Is aggression an innate or acquired personality trait? • Recapitulation of the subject Bibliography: 1. Boncu, S. (2002) *Psychology of social influence*. Ed. Polirom, Iași. 2. Cernat, V. (2005) *The psychology of stereotypes*. Ed. Polirom, Iasi. 3. Chelcea S., (2022), Methodology of *sociological research. Quantitative and qualitative methods*, UJmag.ro 4. Chelcea, S. (2001) *Sociological research techniques*. Ed. SNSPA, Bucharest. 5. Chelcea, S. (2002) *A Century of Psychosociological Research*. Ed. Polirom, Iași. 6. Chelcea, S. (2008) *Psychosociology,* Bucharest: Editura Polirom; 7. Chelcea, S. (2009) *Social psychology and sociopsychology*. Ed. Polirom, Iași. 8. Neculau, A. (coord.) (1996). *Social psychology. Contemporary aspects*. Ed. Polirom, Iași. 9. Neculau, A. (ed.) (2003) *Manual of Social Psychology,* Iasi: Editura Polirom. 10. Staiculescu Ana Rodica (2021), *Social Psychology II,* Course Notes; 11. Staiculescu Ana Rodica, (2003), *Biographical research - social mission*, ISBN 973-614-072-5, Ed Ovidius University Press, Constanta, 172 p.
Examination:	Written test 70%, evaluation of activities 30%.

Module number: PSIX605	Module title: MEDICAL PSYCHOLOGY 2
Level/semester:	first level/semester VI
Professor:	Lecturer Peptișor Cristina
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 77
Language:	ROMANA
Learning outcomes/goals/skills of the module:	**Overall objective:** Preparing students for clinical psychological practice by familiarizing them with the clinical/medical application areas of psychology; Building and strengthening the theoretical knowledge base necessary for clinical psychological practice. **Specific objectives:** Acquire the scientific and practical application information necessary for the use of clinical assessment methods, techniques and tools. Developing and refining skills in psychological assessment in health and illness. Fundamental and applied psychological research in clinical/medical areas.
Content of the module:	**Course:** 1. **Health psychology. Personality and health:** definitions, main determinants of health. 2. **Stress - health - disease:** definitions, manifestations, mechanisms, patterns, types; clinical tests to assess stress. 3. **Psychology of pain:** general aspects of pain; risk factors; theories of pain; psycho-oncology; medical psychological interventions. 4. **Thanatopsychology:** the concept of death in medical psychology; definition, attitudes, psychological care; bereavement. 5. **Suicide:** definition; conceptual framework, instances of suicide, risk factors, theories; suicide in mental illness; particular types of suicide. 6. **Medical psychology of ages and sexes:** general considerations; stages; stages; psychological factors. 7. **Mental retardation:** brief clinical overview of mental retardation; clinical psychological assessment; psychological interventions. 8. **Delusional disorders: Schizophrenia:** brief clinical presentation; specific psychological investigations and interventions. 9. **Anxiety disorders:** Brief clinical overview; assessment and specific psychological interventions in anxiety disorders. 10. **Affective disorders:** brief clinical overview; assessment and specific psychological interventions. 11.**Personality disorders:** conceptual definitions; psychological assessment and interventions. 12. **Substance use disorders - drug addiction and alcoholism:** Clinical presentation; clinical psychological assessment and intervention. **Seminar:**

	1. **Introductory seminar:** presentation of the subject sheet, how the seminars will be conducted, specific requirements (e.g. papers), the material base to be used. 2. **Identifying symptoms of burn-out.** 3. **Examples of vegetative reactions that can occur as a result of exposure to stress.** 4. **Exemplify the notion of somatic and psycho-affective pain through a video presentation.** 5. **Presentation of case studies on death and the implications of bereavement in the family (video application).** 6. **Practical analysis of case studies on suicide; detailing forensic aspects.** 7. **Administration of EQ-test (emotional intelligence).** 8. **Application of the Myers and Briggs personality assessment test .** 9. **Assessment of anxiety level using the Hamilton scale.** 10. **Administration of the Becks Depression Rating Scale.** 11. **Administration of the Tree test.** 12. **Carrying out the case study design. Practical application through the example of a case study.** **Bibliography:** 1. Andrews G., Creamer M., Crino R., Hunt C., Lampe L., Page A. - *Psychotherapy of anxiety disorders. A practical guide for therapists and patients,* Ed. Polirom, Iași, 2007; 2. Athanasiu A- *Psychological bases of medical practice*, Oscar Print, Bucharest, 1998; 3. Cosman D. - *Medical Psychology,* Polirom, Iasi, 2010; 4. Dindelegan, C., *Psychopathology and Clinical Psychology*, European Institute Publishing House, Iasi, 2012; 5. DSM-IV - *Diagnostic and Statistical Manual of Mental Disorders,* Free Psychiatrists Association of Romania, Bucharest, 2000. 6. Franz Alexander - *Psychosomatic Medicine,* Ed. Trei, Bucharest, 2008; 7. I.B. Iamandescu - *Elements of General and Applied Psychosomatics,* Ed. Infomedica, Bucharest, 1999. 8. Iamandescu I.B., *Manual of Medical Psychology*, Infomedica Publishing House, Bucharest, 2010. 9. Iolanda Mitrofan - *Psychotherapy (Theoretical, Methodological and Applicative References),* Ed. Sper, Bucharest, 2008. 10. Ionescu, G. - *Tratado de Psihologia Medicală e Psihoterapie,* Bucharest, 1999. 11. Jay C. Thomas, Michel Hersen (Eds.) - *Handbook of Clinical Psychology Competencies*, Springer Science+Business Media, New York, 2010. 12. Thomas, Jay C, Hersen, M., (Eds.), *Handbook of Clinical Psychology Competencies*, Springer Science-Business Media, New York, 2010; 13. Tudose F, Tudose C., Dobranici L - *Psychopathology and Psychiatry for Psychologists*, Ed. Infomedica, Bucharest, 2002.
Examination:	Written test 70%, evaluation of activities 30%.

Module number:	Module title: DEVIANCE AND DELINQUENCY
Level/semester:	first level/semester VI
Professor:	Prof. Mihaela Sterian
Credit hours:	**Thereof lecture hours:** 28
	Thereof practical hours: 28
	Thereof self-study hours: 77
Language:	ROMANA

Learning outcomes/goals/skills of the module:	**Overall objective:**
	The main objective of the module is to present a general overview of the complex modalities of specialized assistance in cases of deviance and/or delinquency, with specificity on juvenile cases, differentiated according to psycho-social and legal situational criteria.
	    At the end of this module, students will be able to identify a case requiring specialised intervention, assess the case from a social, legal and psychological point of view, frame it in the appropriate legal framework and develop the correct intervention and/or assistance schemes for the case.
	    They will also be aware of the institutions and persons who have the legal and institutional capacity and training to provide specialised assistance in the case.
	Specific objectives:

Content of the module:	Basic concepts in deviance and delinquency.
	    Risk factors for deviant/delinquent behaviour.
	    Ways of knowing in crime research.
	    Theoretical and praxeological projections regarding the psychosocial profile of juvenile delinquents.
	    Decoding nonverbal behaviour - an essential element in the social support of juvenile delinquents.
	    Psycho-socio-legal assessment of the person with deviant/delinquent behaviour.
	    Criteria for the psychological and legal classification of the conduct or act.
	    The team working in social assistance in cases of deviance or delinquency.
	    The effects of the prison environment on the lives of people in conflict with the law.
	    Community administration of justice.
	    Prospects for implementing restorative justice.
	    Identify case-specific assistance and intervention modalities.
	    Periodic case assessment: criteria, methodology, particularities.
	    The application of forensic psychological expertise to juvenile offenders.
	    Community services to prevent delinquency, especially juvenile delinquency.
	    The role of school and community in preventing delinquent behaviour.

	The role of custodial sentences. The emergence and development of therapeutic justice. The effects of the restrictive environment on individuals. The work of mobile teams for psychosocial assistance to minors in detention. Re-socialisation and reintegration of offenders into work after serving their sentence. Aspects of the resocialisation process of juvenile and young offenders. Completion and/or continuation of school studies. Overcoming and preventing occupational stress in the process of providing care services in the juvenile justice setting. **Bibliography:** Banciu, D. (1992). *Social control and social sanctions*. Hyperion XXI, Bucharest. Banciu, P.D., Rădulescu, M.S. & Voicu, M. (1985) *Introduction to Sociology. deviance*. Scientific and Encyclopedic Publishing House, Bucharest. Bogdan, T., Sântea, I. & Drăgan-Cornianu, R. (1983). *Human behaviour in the judicial process*. Ed. Ministry of the Interior, Bucharest. Bogdan, T. (1973). *Problems of judicial psychology*. Ed. Științifică, București. Buș, I. (1997) *Forensic psychology*. Cluj-Napoca: Ed. Presa Universitară Clujeană. Buș, I., David, D. (1999) *Psychological intervention in judicial practice*, Cluj-Napoca: Ed. Presa Universitară Clujeană. Buș, I. (2000). *Psychodetection of simulated behavior.* Cluj-Napoca: Ed. Ingram. Butoi, T & Butoi, I.T. (2001) *Forensic psychology.* Bucharest: Ed. Romania of Tomorrow Foundation. Cioclei, V. (1996). *Etiological criminology*. Actami, Bucharest. Miclea, M. (1999). *Cognitive psychology.* Iași: Ed. Polirom. Mitrofan, N. et al (1992). *Forensic psychology*. Șansa, Bucharest. Păunescu, C. (1994). *Aggression and the human condition*. Technical Ed., Bucharest. Pirozynski, T., Scripcaru, G. & Berlescu, E.M. (1996) *Relational psychopathology*. Junimea, Iași. Pitulescu, I. (1995). *Juvenile delinquency*. Ministry of the Interior, Bucharest. Preda, V. (1998). *Juvenile delinquency.* Cluj-Napoca, Ed. University Press of Cluj.
Examination:	Written project 70%, evaluation of activities 30%.