

INTERDISCIPLINARY MASTER PROGRAMME ON HEALTH AND WELFARE

ISCED CODE: 0988

LIFELINE-LIFELONG WELL-BEING AND HEALTHY AGEING

YEAR OF STUDY: 1, SEMESTER: 2

COURSE TITLE	
COURSE CODE	M:LIFELINE08
COURSE TYPE	Full attendance / Tutorial / Online
COURSE LEVEL	2 nd cycle (Master degree)
YEAR OF STUDY, SEMESTER	1 st year of study, 2 semester
NUMBER OF ECTS CREDITS	7
NUMBER OF HOURS PER WEEK	4 (2 lecture hours + 2 seminar/practice/lab hours)
NAME OF LECTURE HOLDER	DANIELA COJOCARU
NAME OF SEMINAR HOLDER	DANIELA COJOCARU
PREREQUISITES	Advanced / Intermediate level of English
A	GENERAL AND COURSE-SPECIFIC COMPETENCES
	Professional competences: <ul style="list-style-type: none"> → The use of basic knowledge in explaining and interpreting social risks related to health and wellbeing, at community level; → Evaluation and assessment policies, programs and services specific to lifelong well-being; → Applying the principles and specific methods in developing alternative solutions for solving problems related to health and wellbeing and reducing social risks; → Use of the Social diagnosis and socio-cultural norms of the community; → Using scientific criteria in the assessment and diagnosis of social work; → Providing relevant information and the connections between community resources and problems of the beneficiaries; → Explaining the intervention mechanisms at the individual and community level; Transversal competences: <ul style="list-style-type: none"> → Identification, intelligence gathering, documentation, evaluation and recording of information, analysis, evaluation and specific interventions to reduce social risks at individual, family, group, community and societal; → Development, implementation and evaluation of projects, programs and social assistance policies for different categories of vulnerable groups; → Development of services and prevention activities, as well as the support provided to beneficiaries of social assistance; → Consultancy in accessing community resources for people and social groups excluded or at risk of social exclusion
B	LEARNING OUTCOMES
	<ul style="list-style-type: none"> → Knowledge and appropriate use of subject-specific concepts; → Explanation and interpretation of ideas, projects, processes, and theoretical and practical content of this discipline; → The main concepts, methods and techniques of data collection; → Developing capacity utilization and critical evaluation of methods and techniques used and develop analytical and methodological creativity, opening applied; → Designing and developing a qualitative research; → Skills Training and skills to operate correctly, scientific, theories, concepts, methods and techniques of qualitative research; → The manifestation of positive and responsible attitudes towards social research;
C	LECTURE CONTENT
	<p>An introduction to qualitative research methods</p> <p>The main traditions and research strategies used in social planning: positioning epistemological and theoretical, historical landmarks, key terms;</p> <p>Similarity strategies and differences between positivist and interpretive constructionist;</p> <p>Grounded Theory Strategy for qualitative research;</p> <p>Methodological approaches: quantitative, qualitative and mixed;</p> <p>Design research and design elements of qualitative research;</p> <p>Developing qualitative research questions;</p> <p>Qualitative Research Sampling;</p> <p>Organise a interview;</p> <p>Planning and facilitating a focus group discussion;</p> <p>Observational methods:</p>

	Qualitative data collection; Qualitative analysis of data; Styles of presenting qualitative research results;
D	RECOMMENDED READING FOR LECTURES
	Denzin N., K., Lincoln, Y.S. (coordinator), 2005, <i>The Sage handbook of qualitative research</i> , Sage Publications; Creswell, J-W., 2002, <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (2nd Edition), Sage Publications; Creswell, J-W., 1997, <i>Qualitative Inquiry and Research Design: Choosing among Five Traditions</i> , Sage Publications; Crotty M., 1998, <i>The Foundations of social research. Meaning and perspective in the research process</i> , Sage Publications; Glaser, B.G., Strauss, A.L., 1967, <i>The discovery of Grounded Theory: strategies for qualitative research</i> , Chicago, Aladine;
E	SEMINAR CONTENT
	Developing qualitative research questions; Qualitative Research Sampling; Organise a interview; Planning and facilitating a focus group discussion; Observational methods: Qualitative data collection; Qualitative analysis of data; Styles of presenting qualitative research results;
F	RECOMMENDED READING FOR SEMINARS
	Denzin N., K., Lincoln, Y.S. (coordinator), 2005, <i>The Sage handbook of qualitative research</i> , Sage Publications; Creswell, J-W., 2002, <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (2nd Edition), Sage Publications; Creswell, J-W., 1997, <i>Qualitative Inquiry and Research Design: Choosing among Five Traditions</i> , Sage Publications; Crotty M., 1998, <i>The Foundations of social research. Meaning and perspective in the research process</i> , Sage Publications; Glaser, B.G., Strauss, A.L., 1967, <i>The discovery of Grounded Theory: strategies for qualitative research</i> , Chicago, Aladine;
G	TEACHING AND ASSESSMENT METHODS
LEARNING AND TEACHING METHODS	Exposition, explanation, experiment exercises, exemplification
ASSESSMENT METHODS CRITERIA	Practical work assessment during the semester; final exam – report 50% practical work, 50% final report
LANGUAGE OF INSTRUCTION	English