

## COURSE PROGRAMME

### 1. Information about the programme

|                                      |  |
|--------------------------------------|--|
| <b>1.1</b> University                | University “Alexandru Ioan Cuza” of Iași                 |
| <b>1.2</b> Faculty                   | Faculty of Philosophy and Social-Political Sciences      |
| <b>1.3</b> Department                | DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES |
| <b>1.4</b> Domain                    | Social work  |
| <b>1.5</b> Cycle                     | Masters  |
| <b>1.6</b> Programme / Qualification | Lifelong Well-Being and Healthy Aging                    |

### 2. Information about the course

|  |   |                     |   |                               |   |                         |    |
|--|---|---------------------|---|-------------------------------|---|-------------------------|----|
| <b>2.1</b> Course Name                     | Planificare urbană sănătoasă/healthy urban planning |                     |   |                               |   |                         |    |
| <b>2.2</b> Course taught by                | Assoc.Prof. PhD Ursu Adrian                         |                     |   |                               |   |                         |    |
| <b>2.3</b> Seminary / laboratory taught by | Assoc.Prof. PhD Ursu Adrian                         |                     |   |                               |   |                         |    |
| <b>2.4</b> Year                            | II  | <b>2.5</b> Semester | I | <b>2.6</b> Type of evaluation | E | <b>2.7</b> Course type* | Ob |

\*OB – Obligatory / OP – Optionally / F – Facultative

### 3. Total hours (estimated per semester and activities)

|  |    |                   |    |                                |       |
|--|----|-------------------|----|--------------------------------|-------|
| <b>3.1</b> Number of hours per week                                      | 4  | <b>3.2</b> course | 2  | <b>3.3</b> seminary/laboratory | 2     |
| <b>3.4</b> Total number of hours   | 56 | <b>3.5</b> course | 28 | <b>3.6</b> seminary/laboratory | 28    |
| Distribution   |    |                   |    |                                | hours |
| Individual study using textbooks, course notes, bibliography items, etc. |    |                   |    |                                | 33    |
| Supplementary study (library, on-line platforms, etc.)                   |    |                   |    |                                | 40    |
| Individual study for seminary/laboratory, homework, projects, etc.       |    |                   |    |                                | 46    |
| Tutoring   |    |                   |    |                                | 10    |
| Examination  |    |                   |    |                                | 4     |
| Other activities   |    |                   |    |                                |       |
| <b>3.7</b> Total hours of individual activity                            |    |                   |    |                                | 133   |
| <b>3.8</b> Total hours per semester                                      |    |                   |    |                                | 175   |
| <b>3.9</b> Credit points   |    |                   |    |                                | 8     |

### 4. Pre-requisites (if necessary)

|                         |                     |
|-------------------------|---------------------|
| <b>4.1</b> Curriculum   | It is not necessary |
| <b>4.2</b> Competencies | It is not necessary |

### 5. Conditions (if necessary)

|                   |                     |
|-------------------|---------------------|
| <b>5.1</b> Course | It is not necessary |
|-------------------|---------------------|

|                           |                     |
|---------------------------|---------------------|
| 5.2 Seminary / Laboratory | It is not necessary |
|---------------------------|---------------------|

## 6. Specific competencies acquired

|                                  |  |
|----------------------------------|--|
| <b>Professional competencies</b> | <p><b>CP1.</b> In-depth knowledge of theoretical developments, methodological and practical approaches specific to social work, health, and well-being throughout life and for healthy aging;</p> <p><b>CP2.</b> Appropriate use of the health and welfare professional language in communication with different professional entities;</p> <p><b>CP3.</b> The use of highly specialized knowledge based on original thinking and research in the field of social work, health, urban planning and well-being;</p> <p><b>CP4.</b> Integrated use of knowledge in the field of social assistance and those at the border of related fields - psychology, health, law, economics, sports sciences, digitalization, sociology, human resources - to solve new theoretical and practical problems;</p> <p><b>CP5.</b> Proper use of knowledge from welfare, health and well-being and of those relevant from the related fields in order to perform research and innovation, for the development of new knowledge and procedures specific to social care and health management</p> |
| <b>Transversal competencies</b>  | <p><b>CT1.</b> To be able to apply professional research standards;</p> <p><b>CT5.</b> Advanced computer skills and be able to use IT technologies in professional activity;</p> <p><b>CT8.</b> To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners;</p> <p><b>CT9.</b> To be able to consider issues related to public and general welfare within his activity;</p> <p><b>CT10.</b> To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p><b>CT11.</b> To be able to clarify and systematically assess his mandate, skills, roles and personal expectations;</p> <p><b>CT12.</b> To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs;</p> <p><b>CT13.</b> To be able to do prospective design of professional objectives;</p> <p><b>CT14.</b> To be able to diversify learning styles and forms.</p>                      |

## 7. Course objectives (from the accumulated specific competency grid)

|                                |   |
|--------------------------------|---|
| <b>7.1 General objective</b>   | To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being   |
| <b>7.2 Specific objectives</b> | <p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> <li>critically explore scientific topics of urban health</li> <li>consider the social impact of decision making in urban planning</li> <li>consider the active role of service user within the social contexts and systems</li> <li>apply holistic approach within social services</li> <li>support children's, youth, adults and older adults' well-being</li> <li>follow health and well-being in social care practices over the life</li> <li>Use most appropriate preventive approaches over the life, for lifelong health and well-being</li> </ul> |

## 8. Contents

| 8.1 | Course   | Teaching methods   | Remarks<br>(number of hours, references) |
|-----|--|--|--|
| 1.  | Introduction to urbanization trends and public health challenges.  | Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media and mapping design. Basic spatial and geographical analysis. | See the references below                 |
| 2.  | Governance in urban health - policy implications.  |  |  |
| 3   | Environmental health risks in urban context. Impact of air pollution, noise, and green spaces on public health |  |  |
| 4   | Geospatial analysis in public health research.   |  |  |
| 5   | Inequalities in urban health - a critical assessment   |  |  |
| 6   | The built-up environment and its impact on urban health  |  |  |
| 7   | Transportation, mobility and urban health  |  |  |

|    |   |  |  |
|----|---|--|--|
| 8  | Socio-economic segregation - a source of urban health territorial disparities                                       |  |  |
| 9  | gender gap, conflict, crime and urban health - new fields of research   |  |  |
| 10 | Climate change and effects on the urban health dynamics   |  |  |
| 11 | Health services providers in urban context - optimizing the access  |  |  |
| 12 | Dealing with complexity in urban health - the multiscale approach   |  |  |
| 13 | Trends in urban planning - integrating the health dimension. Selected case studies in Portugal, Finland and Romania |  |  |
| 14 | Course review and new research opportunities  |  |  |

### Bibliography

1. WHO. Urban Health Initiative. <https://www.who.int/initiatives/urban-health-initiative>
2. UN-Habitat. (2021). Cities and Pandemics: Towards a More Just, Green, and Healthy Future. <https://unhabitat.org/cities-and-pandemics-towards-a-more-just-green-and-healthy-future>
3. ESPON Applied Research Projects, PROFECY - Inner Peripheries: National territories facing challenges of access to basic services of general interest, <https://archive.espon.eu/inner-peripheries>
4. Nieuwenhuijsen, M.J. Urban and transport planning, environmental exposures and health-new concepts, methods and tools to improve health in cities. Environ Health 15 (Suppl 1), S38 (2016). <https://doi.org/10.1186/s12940-016-0108-1>, <https://ehjournal.biomedcentral.com/articles/10.1186/s12940-016-0108-1#Bib1>
5. Effect of exposure to natural environment on health inequalities: an observational population study  
Mitchell, Richard et al., The Lancet, Volume 372, Issue 9650, 1655 - 1660, <https://www.thelancet.com/action/showCitFormats?doi=10.1016%2FS0140-6736%2808%2961689-X&pii=S0140-6736%2808%2961689-X>
6. Kjellstrom, T., & Monge, P. (2010). Global Climate Change and Cities. In D. V. J. I. B. C. E. P. A. L. N. (Ed.), Urban Health: Global Perspectives (1st ed., Vol. 1, pp. 69-89). Jossey-Bass Inc.
7. Joe G. N. Garcia, Nicole Kazee, Urban Health: Combating Disparities With Local Data: Edited by Steven Whitman, Ami M. Shah, and Maureen R. Benjamins, American Journal of Epidemiology, Volume 175, Issue 7, 1 April 2012, Pages 725–726, <https://doi.org/10.1093/aje/kws124>

| 8.2 | Seminary / Laboratory   | Teaching methods   | Remarks<br>(number of hours, references) |
|-----|---|--|--|
| 1.  | Introduction to urbanization trends and public health challenges.   | Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media and mapping design. Basic spatial and geographical analysis. | See the references below                 |
| 2.  | Governance in urban health - policy implications.   |  |  |
| 3   | Environmental health risks in urban context. Impact of air pollution, noise, and green spaces on public health      |  |  |
| 4   | Geospatial analysis in public health research.  |  |  |
| 5   | Inequalities in urban health - a critical assessment  |  |  |
| 6   | The built-up environment and its impact on urban health   |  |  |
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| 8   | Socio-economic segregation - a source of urban health territorial disparities                                       |  |  |
| 9   | Gender gap, conflict, crime and urban health - new fields of research   |  |  |
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[and-pandemics-towards-a-more-just-green-and-healthy-future](#)

3. ESPON Applied Research Projects, PROFECEY - Inner Peripheries: National territories facing challenges of access to basic services of general interest, <https://archive.espon.eu/inner-peripheries>

4. Nieuwenhuijsen, M.J. Urban and transport planning, environmental exposures and health-new concepts, methods and tools to improve health in cities. Environ Health 15 (Suppl 1), S38 (2016). <https://doi.org/10.1186/s12940-016-0108-1>, <https://ehjournal.biomedcentral.com/articles/10.1186/s12940-016-0108-1#Bib1>

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<https://www.thelancet.com/action/showCitFormats?doi=10.1016%2FS0140-6736%2808%2961689-X&pii=S0140-6736%2808%2961689-X>

6. Kjellstrom, T., & Monge, P. (2010). Global Climate Change and Cities. In D. V. J. I. B. C. E. P. A. L. N. (Ed.), Urban Health: Global Perspectives (1st ed., Vol. 1, pp. 69-89). Jossey-Bass Inc.

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## 9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding the complex nexus of urban planning and health, in different territorial approaches. It combines a series of lectures on the major present research topics on the field and selected case studies.

## 10. Assessment and examination

| Activity                   | 10.1 Criteria   | 10.2 Modes   | 10.3 Weight in the final grade (%) |
|----------------------------|---|--|------------------------------------|
| 10.4 Course                | participation in the final exam and obtaining at least 50% of the score;<br>.   | The final exam will be a colloquium on the course contents   | 50%                                |
| 10.5 Seminary / Laboratory | - carrying out the works at the seminar and obtaining at least 50% of the score | For the seminar students will choose a topic (protective and / or risk factors related to lifelong well-being and healthy ageing) and will present their new learnings in 5 steps:<br>1. Conceptual framework from the literature review<br>2. Related data from applied research, surveys and the literature review<br>3. A map atlas describing the main indicators used for the urban health assessment | 50%                                |

### 10.6 Minimal requirements

Evaluation along the way: active participation in at least 50% courses and seminars

Final grade is the average of the assessments for the course and seminar

**Date,**  
**17.09.2024**

**Course coordinator,**  
**Assoc. prof. PhD Adrian Ursu**

**Seminary coordinator,**  
**Assoc. prof. PhD Adrian Ursu**

**Approval date in the department,**  
**19.09.2024**

**Head of the department,**  
**Conf. Univ. Dr. Mihaela RĂDOI**