



## COURSE PROGRAMME

### 1. Information about the programme

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

### 2. Information about the course

2.1 Course Name				Abordarea cursului vieții și starea de bine de lungă durată / Life-course approach and Lifelong Well-being			
2.2 Course taught by				Prof.PhD. Daniela Șoitu			
2.3 Seminary / laboratory taught by				Prof.PhD Daniela Șoitu			
2.4 Year	I	2.5 Semester	I	2.6 Type of evaluation	E	2.7 Course type*	Ob

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

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

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
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, homeworks, projects, etc.					46
Tutoring					10
Examination					4
Other activities					
3.7 Total hours of individual activity					133
3.8 Total hours per semester					175
3.9 Credit points					7

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

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

### 5. Conditions (if necessary)

5.1 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, 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> <p><b>CP7.</b> Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.</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>• address problems critically</li> <li>• consider social impact of actions on service users</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 (number of hours, references)
1.	Life-course approach. Basic concepts, theories, interdisciplinary view	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Well-being: concepts and perspectives		
3	New life-course perspective for lifelong well-being		

4	Micro life course approach for health and well-being. Individuals and small groups		
5	Macro life course approach for health and well-being. Societies and populations		
6	National and international perspectives over life-course approaches		
7	National and international perspectives over lifelong well-being		

#### Bibliography

1. Ben-Shlomo Y, Kuh D. A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. *International Journal of Epidemiology* (2002);31(2):285-93.
2. Carr, Deborah (ed. in chief) (2009). *Encyclopedia of the Life Course and Human development, Vol. 1. Childhood and Adolescence, Vol. 2. Adulthood, Vol 3. Latter Life*, Maxmilian Social science Library, NY, USA
3. Kirkwood, T.B.L., Cooper, C.L. (Eds) (2014). *Wellbeing. A Complete reference Guide*, Vol. IV. *Wellbeing in Later Life*, Wiley Blackwell, UK
4. Landry, S., Cooper, C.L. (Eds) (2014). *Wellbeing. A Complete reference Guide*, Vol. 1. *Wellbeing in Children and Families*, Wiley Blackwell, UK
5. Morgan, L. A., Kunkel, S.R. (2007). *Ageing, society and the life course*. 3<sup>rd</sup> Edition, Springer Publishing Company, NY, USA
6. United Nations General Assembly (2015). *Transforming our world: the 2030 agenda for sustainable development*. United Nations, New York; <https://sustainabledevelopment.un.org/post2015/transformingourworld> WHO Europe (2020). *Spotlight on adolescent health and well-being. Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey in Europe and Canada International report* Edited by: Jo Inchley, Dorothy Currie, Sanja Budisavljevic, Torbjørn Torsheim, Atle Jåstad, Alina Cosma, Colette Kelly, Ársæll Már Arnarsson & Oddrun Samdal VOLUME 1 and 2. KEY DATA. Copenhagen, . Licence: CC BY-NC-SA 3.0 IGO.
7. United Nations. (2015). *The global strategy for women's, children's and adolescents' health* (2016-2030): Every woman Every child
8. WHO Europe (2017). *How small countries are improving health using the life-course approach*. Edited by Nicole Satterley, Copenhagen, Denmark, Printed in Italy by Areagraphics Snc Di Trevisan Giancarlo & Figli ISBN 978 92 890 5252 8
9. WHO (2014). *Global status report on noncommunicable diseases*, <http://www.who.int/nmh/publications/ncd-status-report-2014/en/>.
10. World Health Organisation (2015). *World report on Ageing and Health*, <http://www.who.int/ageing/publications/world-report-2015/en/>.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Life-course and human development	creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Social determinants of health		
3	Well-being, wellbeing and other interrelated concepts		
4	Early life influences over the life course. Case studies		
5	Event, transitions, trajectories. Case studies		
6	Health and well-being during the lifetime		
7	How to use the life-course as preventive approach and How to support well-being across the life		

#### Bibliography

1. Carr, Deborah (ed. in chief) (2009). *Encyclopaedia of the Life Course and Human development, Vol. 1. Childhood and Adolescence, Vol. 2. Adulthood, Vol 3. Latter Life*, Maxmilian Social science Library, NY, USA
2. Elder, G.H., Giele, J.K. (Eds) (2009). *The Craft of Life Course Research*. Guilford Press, New York, London,

3. Jacob CM, Cooper C, Baird J, Hanson M. (2019). *What quantitative and qualitative methods have been developed to measure the implementation of a life-course approach in public health policies at the national level?* Copenhagen: WHO Regional Office for Europe; 2019 (Health Evidence Network (HEN) synthesis report 63). <https://pubmed.ncbi.nlm.nih.gov/31693320/>
4. Kirkwood, T.B.L., Cooper, C.L. (Eds) (2014). *Wellbeing. A Complete reference Guide*, Vol. IV. *Well-being in Later Life*, Wiley Blackwell, UK
5. Landry, S., Cooper, C.L. (Eds) (2014). *Wellbeing. A Complete reference Guide*, Vol. 1. *wellbeing in Children and Families*, Wiley Blackwell, UK
6. Morgan, L. A., Kunkel, S.R. (2007). *Ageing, society and the life course*. 3<sup>rd</sup> Edition, Springer Publishing Company, NY, USA
7. Rowlands G, Trezona A, Russell S, Lopatina M, Pelikan J, Paasche-Orlow M et al. (2019). *What is the evidence on the methods, frameworks and indicators used to evaluate health literacy policies, programmes and interventions the at regional, national and organizational levels?* Copenhagen: WHO Regional Office for Europe; 2019 (Health Evidence Network (HEN) synthesis report 65). <https://www.ncbi.nlm.nih.gov/books/NBK549289/>
8. Trezona, A., Rowlands, G., & Nutbeam, D. (2018). Progress in Implementing National Policies and Strategies for Health Literacy-What Have We Learned so Far?. *International journal of environmental research and public health*, 15(7), 1554. <https://doi.org/10.3390/ijerph15071554>
9. Working Group for Monitoring Action on the Social Determinants of Health (2018). Towards a global monitoring system for implementing the Rio Political Declaration on Social Determinants of Health: developing a core set of indicators for government action on the social determinants of health to improve health equity. *International journal for equity in health*, 17(1), 136. <https://doi.org/10.1186/s12939-018-0836-7>

## 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 of the life course, active aging, public and private social service providers, public policy authors, professional associations and employers.

## 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; .	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:  1. Conceptual framework from the literature review 2. Related data from applied research, surveys and the literature review 3. Critical approach of the chosen factors; impact and	50%

		links with good health and well-being; 4. Interventional measures. Proposals at mini, mezzo, and macro levels. 5. Designing a short movie (up to 2-3 minutes) with the key messages for the general public.	
<b>10.6</b> Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
<b>Final grade</b> is the average of the assessments for the course and seminar			

**Date,  
17.09.2024**

**Course coordinator,  
prof. PhD Daniela Șoitu**

**Seminary coordinator,  
prof. PhD Daniela Șoitu**

**Approval date in the department,  
19.09.2024**

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