COURSE PROGRAMME

1. Information about the programme

1.1 University	**University “Alexandru Ioan Cuza” of Iaşi**
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			Wellness şi îmbătrânire inteligentă / Wellness and smart ageing				
2.2 Course taught by			Lect..PhD. Iulian Dumitru				
2.3 Seminary / laboratory taught by			Lect..PhD. Iulian Dumitru				
2.4 Year	I	**2.5** Semester	II	**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	2	**3.2** course	1	**3.3** seminary/laboratory	1
3.4 Total number of hours	28	**3.5** course	14	**3.6** seminary/laboratory	14

Distribution	hours
Individual study using textbooks, course notes, bibliography items, etc.	38
Supplimentary study (library, on-line platforms, etc.)	33
Individual study for seminary/laboratory, homeworks, projects, etc.	36
Tutoring	9
Examination	4
Other activities	3

3.7 Total hours of individual activity	123
3.8 Total hours per semester	125
3.9 Credit points	5

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

Professional competencies	**CP1.** In-depth knowledge of theoretical developments, methodological and practical approaches specific to social work, health, and well-being throughout life and for healthy aging; **CP3.** The use of highly specialized knowledge based on original thinking and research in the field of social work, health, and well-being; **CP4.** 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; **CP7.** Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.
Transversal competencies	**CT1.** To be able to apply professional research standards; **CT5.** Advanced computer skills and be able to use IT technologies in professional activity; **CT8.** To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners; **CT9.** To be able to consider issues related to public and general welfare within his activity; **CT10.** To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations; **CT13.** To be able to do prospective design of professional objectives; **CT14.** To be able to diversify learning styles and forms.

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

7.1 General objective	Acquiring a methodical-applicative design regarding the terminology, principles, working methods and exercises used in the various fitness programs, outdoor activities and teambuilding adapted to the age and motor availability of the beneficiaries
7.2 Specific objectives	Upon successful completion of this discipline, students will be able to: - Have the main pillars of knowledge (practical and methodological) in applying specific activities such as cardio-respiratory, muscular endurance, flexibility, breathing and relaxation; - Develop and organise tailored content based on the motor capabilities, functional abilities, and biological efficiency of individuals across various age groups; - Development of a comprehensive set of practical and methodological knowledge for the innovative and tailored implementation of work programs in diverse contexts and specific scenarios; - Understanding techniques for evaluating motor potential, physical development levels, and the body's functional capacity.

8. Contents

8.1	**Course**	**Teaching methods**	**Remarks** (number of hours, references)
1.	Active life and well-being • Active aging • The optimal wellness model	Lecture, creative teaching and learning approaches, problem-based learning, learning using multimedia	See the references below
2.	Fitness management		
3	Optimization of motor capacity and functional fitness		
4	Exercises portfolio • Analytic exercises • Cardio-respiratory exercises • Muscular and neuromuscular conditioning exercises		
5	Types of specific motor conditioning activities		
6	Methodologic aspects of using exercises and safety management		
7	Evaluation and monitoring		

Bibliography

1. Archer, T. (2014). Health Benefits of Physical Exercise for Children and Adolescents. Journal of Novel Physiotherapies, 04(02). doi:10.4172/2165-7025.1000203
2. American Alliance for Health, Physical Education, Recreation and Dance. (1999). Physical Educations for Lifelong

Fitness. The physical best teacher's guide. Champaign: Human Kinetics.
3. Barbieri, D., Zaccagni, L. (2013). Strength Training for Children and Adolescents: Benefits and Risks. Coll. Antropol. 37 (2013) Suppl. 2: 219–225
4. Kelly, P., Matthews, A., Foster, Ch. (2012). Young and physically active: a blueprint for making physical activity appealing to youth. Copenhagen, Denmark: WHO Regional Office for Europe
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6. Panton, L. B., Loney, B. S. (2004). Exercise for Older Adults. Health Care Provider Edition. Florida: The Florida State Univeristy. College of Medicine. Department of Geriatrics.
7. Paúl, C., Ribeiro, O., & Teixeira, L. (2012). Active Ageing: An Empirical Approach to the WHO Model. Current Gerontology and Geriatrics Research, 2012, 1–10. doi:10.1155/2012/382972
8. Rosato, F.D. (1986). Fitness and wellness. The physical connection. St.Paul: West Publishing
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10. World Health Organization. (2002). Active Ageing. A Policy Framework. World Health Organization. Noncommunicable Diseases and Mental Health Cluster. Noncommunicable Disease Prevention and Health Promotion Department. Ageing and Life Course
11. World Health Organization. (2010). Global Recommendations on Physical Activity for Health. Geneva, Switzerland: WHO Press
12. World Health Organization. (2018). Global action plan on physical activity 2018–2030: more active people for a healthier world. Geneva: World Health Organization; 2018. Licence: CC BY-NC-SA 3.0 IGO.

8.2	**Seminary / Laboratory**	**Teaching methods**	**Remarks** (number of hours, references)
1.	Indoor programs to improve cardio-respiratory resistance	Interactive lecture; debates; Comparative analysis; Case Study; Applications, groups work	See the references below
2.	Improving neuro-muscular endurance		
3	Coordinative training drills and multitasking activities		
4	Outdoor endurance activities		
5	Adapted teambuilding programs		
6	Intermediate motor skills improvement programs. Relaxation techniques and respiration management		
7	Assessment and monitoring techniques		

Bibliography

1. Avers, D. (2010). Community-Based Exercise Programs for Older Adults. Topics in Geriatric Rehabilitation, 26(4), 275–298. doi:10.1097/tgr.0b013e318204b029
2. Booth, F. W., Roberts, C. K., & Laye, M. J. (2012). Lack of Exercise Is a Major Cause of Chronic Diseases. Comprehensive Physiology. doi:10.1002/cphy.c110025
3. Jones, C.J., Rikli, R.E. (2002). Measuring Functional Fitness in Older Adults. The Journal of Active Ageing, 25-30.
4. Paúl C, Teixeira L and Ribeiro O (2017) Active Aging in Very Old Age and the Relevance of Psychological Aspects. Front. Med. 4:181.
5. The Physical Activity Resource Centre. (2013). Physical Activity Promotion for Older Adults. A Step-by-Step Guide. Ontario, Canada: Ophea

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

The course provides social workers with a theoretical-applicative and methodological framework regarding the use of the specific contents of human motor science applied to different age groups

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 from a list of subjects offered at the beginning of the semester and they must to prepare and present an individual project respecting a list of requirements provided by the responsible of the course.	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,
lect. PhD Iulian DUMITRU

Seminary coordinator,
lect. PhD Iulian DUMITRU

Approval date in the department,
19.09.2024

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